SINDH TEXTBOOK BOARD, JAMSHORO

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UNIT 1 Practising Cleanliness

What will I learn?

READING

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings etc. by using prior knowledge, asking questions and contextual clues
- Skim text to infer theme/ main idea
- Deduce the meaning of difficult words from context
- Make simple inferences using the context of the text and prior knowledge
- Scan to answer short questions
- Use critical thinking to respond to the text
- Explore causes and consequences of a problem and propose various solutions

SPEAKING

- Language focus: Seek and respond to permission

LANGUAGE

- Demonstrate the function and use of modal verbs should/ should not and must/ must not to express permission, prohibition, and obligation
- Use transitional devices that show conclusion
- Use the Present Continuous tense
- Use quotation marks to enclose a direct quotation

WRITING

- Use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. to develop focus
- Write short informal dialogue

STUDY SKILLS

- Create self-created Cloze Passages for holistic language development

FUN

- Make posters on various topics related to the theme for educating people

1.1 READING COMPREHENSION

Pre Reading

Ask the students the following questions:

1) What is your favourite public place, one that you have visited or would like to visit?
2) Why do you like it?
3) Is it neat and clean?
4) The following text is about a public place. If you hear the following words, which public place do you think the text is about:

   grass, ground, trees, slides, gate, ticket

Reading Text

A VISIT TO THE PARK

One bright sunny morning, Hamza and Abdullah decide to go to their neighbourhood park. It is Sunday and both friends are in high spirits. They stop outside the park to buy some ice cream from a small shop near the gate. They then enter the park happily eating and chatting, until...

Abdullah: You should not throw your ice cream wrapper on the ground, Hamza!

Hamza: Why shouldn't I? Everyone else throws trash around here.

Abdullah: If we want a clean and beautiful Pakistan, we should try and make it one.

1.1 READING COMPREHENSION

Hamza: But, Abdullah throwing, a single wrapper will not make any difference.

Abdullah: It will. If we all throw single pieces of trash it will soon create a rubbish heap in the park. Therefore, we must follow the park rules here and protect our public places .

Hamza: Park rules? What park rules?

Abdullah: *(shaking his head)* Come with me

Note for Teachers: Ask the students to read the text in groups of three. Divide the students into groups of three. Tell them that one student should read the dialogues of Abdullah and Hamza and one should read the city park rules. Remind them to speak softly so that they do not disturb others.

1.1 READING COMPREHENSION

Both friends walk back to the park gate where there is a huge board that reads: 'Park Rules'.

Hamza: (*Surprised*) I never noticed that before.

Abdullah: Let's read the park rules so that we know what we should do and not do in the park.

The sign reads as follows:

CITY PARK RULES

1. You must not write or draw on the walls of the park
2. You must not throw trash around the park. Use the provided dustbins
3. You must not cut or harm the plants and trees
4. You must not write on/ damage the benches
5. You must follow the park timings: from 8: 00 am to 8:00 pm daily
6. Children must come with an adult

This Public Park is for your benefit. You should use it wisely!

1.1 READING COMPREHENSION

Abdullah: Now do you realize, Hamza, what you must do and not do in the park?

Hamza: Yes I do, Abdullah.

Abdullah: Public places are there for us to use. If we do not take care of them, we will have no place left for fun and enjoyment.

Hamza: I have an idea! Just putting up these rules is not enough. We should teach others how to keep the public places clean.

Abdullah: How?

Hamza: We can put up posters telling people how and why to keep the places clean.

Abdullah: And, we can also place dust bins all around the park with signs of 'Keep Pakistan Clean' on them.

Hamza: Great! Let's keep our parks clean and teach others to do the same.

Note for Teachers: After the students have read the text aloud ask them to read it silently and do Exercise 1.

1.1 READING COMPREHENSION

While Reading

Exercise 1

Read the text and choose one suitable title for the text from the ones given below. Circle the most suitable title.

i. Two Friends

ii. Beautiful Park

iii. Keeping Public Places Clean

iv. Sunday Outing

Vocabulary

Exercise 2

Match the words with their correct meanings and write your answers in the Answer column. Follow the example.

S.No.	Word		Meaning	Answer
1.	trash	A	lively and cheerful behaviour or mood	**1-E**
2.	heap	B	talking	
3.	high spirits	C	understand or know something	
4.	chatting	D	pile	
5	wrapper	E	garbage	
6.	realize	F	a piece of paper or plastic that covers something, like a sweet or a packet of biscuit	

1.1 READING COMPREHENSION

Post Reading

Exercise 3

Read the text and find out if the following statements are correct or incorrect. Tick True (T) if they are correct and False (F) if they are incorrect. Follow the example.

S. No.	Statements	T	F
1.	Abdullah and Hamza set out for the park on a rainy day.		✓
2.	Hamza threw a biscuit wrapper on the ground.		
3.	They went to a public park called the 'City Park'.		
4.	It was allowed to write on the walls and benches of the park.		
5.	No one must cut or harm the plants and the trees.		
6.	The park timings were from 7:30 am to 8:00 pm		
7.	The signs they would put up would say ‘Keep Pakistan Clean'.		

1.1 READING COMPREHENSION

Exercise 4

Read the text and find out which sentence comes first in the text, which comes second, and so on. Write the sentence number in the blank at the end of the sentence. The first one has been done for you as an example.

a) If we all throw single pieces of trash it will soon create a rubish heap in the park. _____

b) Throwing a single wrapper will not make any difference. _____

c) They stop outside the park to buy some ice cream. _**1**__

d) Therefore we must follow the par rules here. _____

e) Let's read the park rules so that we know what we should do and not do in the park. _____

f) You should not throw your ice cream wrapper on the ground. _____

Exercise 5

Write all the above sentences in the correct order in your notebook.

1.1 READING COMPREHENSION

Exercise 6

Here is a list of eight things; four of these should be done in the park and four should not be done. Write these down in the correct column in the table below.

1. Write or draw on the walls of the park.
2. Use the provided dustbins.
3. Follow the park timings.
4. Write on or damage the benches.
5. Throw litter around the park.
6. Keep our parks clean.
7. Cut or harm the plants and trees.
8. Teach others about how to keep public places clean.

S. No.	We should	We should not
1.		
2.		
3.		
4.		

1.1 READING COMPREHENSION

Exercise 7

Read the text and write the answers to the following questions in your notebook.

1. What did Abdullah tell Hamza not to do?
2. Why did Hamza want to throw the ice cream wrapper on the ground?
3. According to Abdullah what should people do to have a clean and beautiful Pakistan?
4. Where was the board on which the park rules were written?
5. What were the two things that Abdullah and Hamza decided to do to teach people about keeping the park clean?

Exercise 8

Discuss in pairs and then write down the answers to the following questions in your notebook.

1. Why should we take care of public places?
2. List down all the public places that you can think of.
3. Write down some of the things that you can do to create awareness about taking care of public places.

Language focus: Seek and respond to permission

In pairs, practise the following conversation. First, one student should play the role of Amina and the other one should play the role of Sadia. Then, change roles and repeat the dialogue.

Amina: Look at me! See how fast I can run on the main road.

Sadia: You must not run on the main road! It's against the law.

Amina: How about walking?

Sadia: You must not! You must walk on the side where you can see the traffic coming.

Amina: Oh! You must not stop me. Let me enjoy myself.

Sadia: You must follow these rules for your safety.

Amina: Yes, I know. I must obey the rules. Thank you, Sadia.

Note for Teachers: Divide the students in pairs. Ask them to practise the dialogue with both students playing first one role then the other. After they have practised the dialogue ask them to change the activity. For example, instead of saying "See how fast I can run on the main road", they could say: walk alone in the dark, walk on a train track, etc.

1.3 LANGUAGE PRACTICE

Use of should/ should not and must/ must not

When we advise someone to do or not do something, we use ***should/ should not.***

When we talk about rules we use ***must/ must not.***

Exercise 1

Work in pairs and find out all the statements using ***should/should not*** and ***must/must not*** from the reading text in section 1.1. Fill them in the table below:

Should/should not	must/must not

Note for Teachers: Divide the students in pairs. Ask them to read the text A Visit to the Park in section 1.1 and do exercise 1.

1.3 LANGUAGE PRACTICE

Exercise 2

Work in groups of four. In your notebooks, write ADVICE at the top of one page and RULES at the top of another page. Now discuss in your groups and write at least five pieces of advice that you can give to your friends. Similarly, write five rules that your friends must follow. You can write more than five. Follow the rules for writing advice and rules, given before Exercise 1.

Example for advice: You should treat animals kindly.
Example for rule: You must not shout in class.

After you have finished writing, choose two pieces of advice and two rules that you want to share with the whole class. Write these on pieces of paper. Make your paper look attractive by colouring it, drawing pictures on it, etc. Put these up on the class notice board.

Present Continuous Tense

We use the present continuous tense to talk about something happening in the present. We form the present continuous tense as follows:

am/ is/ are + present tense of the verb + ing

Example: I **am reading** a book.

The nurse **is helping** the patient.

We **are going** to school.

Note for Teachers: Before you ask the students to do exercise 2, divide them in groups of four. Tell the students that they have 10 minutes to write the advice/ rules. They will then have 20 minutes to select two pieces of advice and two rules, write them on pieces of paper, colour them, and put them up on the class notice board.

1.3 LANGUAGE PRACTICE

Exercise 3

Look at the picture given below and write a paragraph in your notebook about what the children are doing in the park. You can write like this (choose only one phrase from the highlighted ones; choose different phrases for the topic sentence and the concluding sentence:

All the children **are enjoying themselves/ are having a good time/ are having fun** in the park. Saba is ______________________________________. Asad ______________________________________. Beena, John, Kumar and Sita ________________________. Rafiq ________________________. Rani ________________________. Zahid _____________________. In short, all of them **are having a good time/ are having fun/ are enjoying themselves** in the park.

Saba

Rani

Asad

Rafiq

Beena, John, Kumar and Sita

Zahid

Note for Teachers: Remind the students that the first sentence in a paragraph is the topic sentence and the last sentence is the concluding or ending sentence. Both the sentences say similar things but use different words. Guide them to pick only one phrase from the three given when they write the paragraph in their notebook.

1.3 LANGUAGE PRACTICE

Exercise 4

Imagine your class is having an Eid Milan party. Write a paragraph about what everyone is doing in your classroom. You can begin like this:

Everyone in the class is helping for the Eid Milan party. Student 1 (write the name of one student in your class) is ________________________. Student 2 (name of another student) ______________________. Student 3, 4 and 5 _________________. Student 6 and 7 ___________________________. Student 8 ___________________. Our teacher _____________________. In brief, _______________________. (write an ending sentence as done in Exercise 3)

Cohesive Devices used for Conclusion: in brief, in short, to sum up

We often use words like in brief, in short, to sum up to show that we are ending our paragraph. We use these words at the beginning of the last sentence of the paragraph.

Exercise 5

Rewrite the following paragraphs by adding in brief, in short or to sum up at the beginning of the last sentence. Use each phrase only once and remember to use a comma after it.

(a) We should take care of our parks. We should keep them clean and not throw trash anywhere. We must also not damage any property in our parks. We are all responsible for taking care of our parks.

(b) Teachers usually tell us when to finish our homework. If we do not do our work on time we may lose marks. Our teachers may also get angry and punish us. They may also call our parents and tell them that we are careless. We should complete our homework on time in order to be good students.

(c) Misbehaving with our parents is bad manners. We should never shout at them or become angry at what they say. We should listen to what they say and follow their advice. We should always try to please them and look after their needs. We must respect our parents and be kind to them.

1.3 LANGUAGE PRACTICE

Exercise 6

Write a paragraph about your school. First, do some brainstorming. Then, write a good topic sentence. After that, write the points in detail. Finally, end your paragraph with a concluding sentence. Remember to use in brief, in short or to sum up at the beginning of the last sentence.

Punctuation: Quotation Marks (".....") to enclose a direct quotation

Quotation marks are used in written language to show the exact words that a person uses. The first word inside the quotation marks always starts with a capital letter. Put the full stop, comma, question mark or exclamation mark inside the quotation marks.

Examples: Fazila said to Amna, "Let's have a tea party."
"Amma, can I have some soup?" asked Rehana.
Babar cried, "I am hungry!”

Exercise 7

Work in pairs, and discuss where you need to put the quotation marks, the commas and the capital letters. After you have discussed, write the correct sentences in your notebooks. The first one has been done as an example.

i. Father said to me finish your work!
Father said to me, "Finish your work!"
ii. Kamran said Mehnaz wants to play outside.
iii. Which shop do you want to go to? asked mother.
iv. Mir said I don't believe you.
v. I asked have you seen the movie Spiderman?
vi. He said do you want to stay?
vii. I'm next she said softly.
viii. Nyla told me you are the best!
ix. We should go home said Bilal.

Note for Teachers: Discuss a few examples on the blackboard before asking the students to do exercise 7. Make sure they understand the proper use of quotation marks.

1.3 LANGUAGE PRACTICE

Exercise 8

Read the following story with your partner. Discuss where the quotation marks and commas should be. Also discuss which words should be in capital letters. After you have discussed the whole story, write it down in your notebooks. Use quotation marks, commas and capital letters.

An old man and his twenty year old son were going to Multan from Karachi in a train. The young man had a happy look on his face. Look, *Abba* he said. The fields are so beautiful!

Yes, beta he said.

Look at those flowers! What are they called? he asked his father.

His father replied they are called roses.

Sunil and Jamil were sitting on the next seat. Sunil said to Jamil he is mad. He is asking such silly questions.

The father of the young man heard this and said no, he is not mad. He was blind from birth. Someone in Sri Lanka donated his eyes when he died. My son was given those eyes. He is seeing all this for the first time in his life.

Sunil said sorry, I did not know that.

Beta, never judge people when you don't know them said the old man.

1.4 WRITING DIALOGUES

Look at the reading text at the beginning of the Unit. See how the dialogues are written. Now look at this topic:

Keeping Our Village/ City Clean

Work in groups of three and follow these steps:

- Discuss how you can keep your village/ city clean
- In your notebooks draw a mind map like this. In the centre write the topic and from the circle take out as many lines as you need.

- Note down all the main points on the lines in the mind map
- Discuss what your story will be
- What will the scene be
- How many characters you will have and what their names will be
- Discuss how you can put your ideas in dialogues
- Write down the dialogues
- Remember to use should/ should not for advice and must/ must not for rules.
- Give a title to your story
- Write the complete dialogue-story in your notebook

Note for Teachers: After the students have written their dialogues, ask each group to come up and role play in front of the class.

1.5 STUDY SKILLS SELF CREATED CLOZE

Do you want to speak and write good English? Doing this activity everyday can help you. Do this activity even when you go to class VII and VIII. It is called: Self-Created Cloze.

You can use your English textbook or any other book in English for this activity. You will also need an extra notebook for this activity. Try to write at least one paragraph every day.

Here are the two main steps that you need to follow:

Step 1

a) Choose a paragraph from the Reading Comprehension section of your English textbook or any other book in English.

b) Mark or underline every 8th word.

c) Open your notebook. Draw a margin and put the date.

d) Copy the paragraph in your best handwriting in your notebook

e) Do not write the marked/underlined word. Draw a blank line where the word is.

f) Close the books. Take a break of half an hour.

g) Take out your notebook and fill in the blanks without looking at the original paragraph.

Step 2

Check your work:

a) Open your notebooks.

b) Have you put in a margin?

c) Have you put in the date?

d) Have you started the paragraph two-finger space away from the margin?

e) Does the writing look neat and tidy?

f) Open your textbook and check your answers in the blanks.

g) Give yourself one mark for each correct answer.

(Source: Shamim and Sarwar, 2007, handout, reproduced with permission)

Note for Teachers: This activity is very useful for developing language as a whole. It helps in improving the students' handwriting, punctuation, reading skills, grammar, and vocabulary. Check occasionally to see that they are doing this regularly in a separate notebook. You do not have to correct it; only make sure that the students are doing it regularly and are following the steps correctly.

1.6 FUN MAKING COLOURFUL POSTURE

Work in groups of three and make colourful posters on any one of the following topics:

1. Keeping our park clean
2. Keeping our village/ city clean
3. Keeping our school clean
4. Keeping our house clean
5. Keeping the area around our house clean

After you have completed your work

- Take turns during assembly to show your posters and give information about them.
- Present your posters in front of another class.
- Put them on display around your school

Note for Teachers: Divide the class into groups of three. Each group will make one colourful poster on one of the given topics. If there are many students in the class, two or more groups can make separate posters on the same topic. Encourage your students to present their posters and talk about them in front of other classes and in the morning assembly.

Understanding Physical Well Being

What will I learn?

READING

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings etc. by using prior knowledge, asking questions and contextual clues
- Skim text to have a general idea of the text
- Apply critical thinking to interact with the text
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Respond orally or in writing

SPEAKING

- Language focus: Showing willingness and unwillingness to do something

LANGUAGE

- Use pronouns as referents
- Illustrate use of the Past Continuous tense
- Use full stop, where applicable.

WRITING

- Write a paragraph using a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. to develop focus
- Write a simple unified paragraph on a given topic
- Write a simple paragraph describing an object

STUDY SKILLS

- Identify the title, and names of author and illustrator on children's book-covers
- Acquire language holistically through Cloze Passages

FUN

- Create a Get Well card with a message

2.1 READING COMPREHENSION

Pre Reading

1) Do you ever dream?
2) Do you remember all your dreams?
3) Would you like to share one of your dreams?
4) The title of the text that you are about to read is 'A Dream That Brought a Big Change'. What do you think the person saw in the dream?

Reading Text

A DREAM THAT BROUGHT A BIG CHANGE

Kamal was standing at the railway station. All his classmates were getting on the train. They were laughing and waving at him as the train left the station. Kamal waved back at them but he was crying. The doctor at the school had said that Kamal was weak and unhealthy. He should not be allowed to go to Lahore, Islamabad and Murree with his classmates.

"What is wrong with me?" he had asked the doctor.

"You are weak. You will not be able to walk long distances and climb hills," replied the doctor.

"But, I always walk to school," said Kamal.

Note for Teachers: Reading aloud can help students overcome the fear of talking in English. Encourage learners to read in pairs to improve their reading skill by using the correct pauses and intonation. Also help them focus on their pronunciation. After that ask them to read the text silently and do Exercise 1.

2.1 READING COMPREHENSION

"Yes," said the doctor, "but your house is near the school. Besides, you have a bad cough and sometimes you have fever. How can you walk long distances and carry your bags and other things when you are not well?"

"But why am I weak and sick? Why are all the other boys well?" asked Kamal.

"Your friends, Yousuf and Ejaz, are also not healthy. They will also not be allowed to go," said the doctor.

"Please tell me what I should do to be well and healthy," said Kamal.

"You should take proper food. You should do physical exercise. You should sleep early and wake up early. You should not eat too many sweets, or *paan*, or *chhaliya*. Instead, you should eat fruits and vegetables. You should also take a bath daily and wash your hands before every meal. Also, wash the fruits and vegetables before you eat them," said the doctor.

"Please let me go to Murree. I will do what you tell me. Please let me go. Please, please, please," cried Kamal.

"Kamal. Wake up. Why are you crying? Did you have a bad dream?" Kamal's mother was shaking him.

Kamal opened his eyes and looked at his mother. Then he quickly got out of bed and said, "Mother, I will eat whatever food you give me. I know that you always tell me to eat proper food but I never listen to you. From today, I will have everything: milk, fish, meat, vegetables and fruits because I want to be healthy. I will not eat too many sweets and *paan* and *chaliya* because these things make us sick and unhealthy."

2.1 READING COMPREHENSION

“I'm happy to hear this,” said his mother. “Go brush your teeth, wash your hands and face. Then come and have breakfast.”

“Yes, mother. And I will also take a bath everyday before going to bed because if we remain clean we will not fall sick,” said Kamal. “And I will also play outside with my friends after I finish my homework because physical exercise is good for health, mother,” said Kamal.

“Yes, my son,” she said.

“And,” continued Kamal “I will not watch too much television but will go to bed early because I want to be fresh and active when I wake up in the morning for school.”

Kamal's mother was very surprised when she heard him say all these things. She did not know what had brought about this change. But, she was very happy that he was now going to change his lifestyle in order to become a strong and healthy boy.

2.1 READING COMPREHENSION

While Reading

Exercise 1

1) How many characters are there in the story?
2) What are their names?
3) Which character is present both in the dream and after the dream?

Vocabulary

Exercise 2

All the words in List 1 are in the text. Find them in the text and underline them.

All the words in List 2 are the opposites of the words in lis t 1.

List 1: laughing weak unhealthy wrong long near go bad quickly always happy clean outside early active

List 2: short sad inactive come crying inside good dirty right never healthy late far slowly strong

In pairs, discuss and match the words in list 1 with their opposites in list 2. In your notebooks draw two columns. At the top of one column write WORDS and at the top of the other write OPPOSITES. Write the words in the WORDS column and the opposites in the OPPOSITES column.

2.1 READING COMPREHENSION

Post Reading1

Exercise 3

Which of the following statements did Kamal say in his dream and which ones after he woke up? Put a tick (✓) in the correct column. The first one has been done as an example.

S. No.	Statement	In His Dream	After Waking
1.	But, I always walk to school.	✓	
2.	I know that you always tell me to eat proper food but I never listen to you.		
3.	Besides, you have a bad cough and sometimes you have fever.		
4.	Please, tell me what I should do to be well and healthy.		
5.	Please, let me go to Murree. I will do what you tell me.		
6.	I will not watch too much television but, I will go to bed early.		

2.1 READING COMPREHENSION

Exercise 4

All the following statements are incorrect. Read the text and write the correct sentences in your notebook.

Example: Kamal was standing on the bus stop. (incorrect)

Kamal was standing at the railway station. (correct)

1) The doctor at the school had said that Kamal was strong and healthy.
2) You will not be able to talk for a long time and sing songs.
3) But why am I bad and naughty?
4) You should sleep late and wake up late.
5) You should not eat too many fruits, or nuts, or vegetables.
6) You should also take a tablet daily and wash your clothes before every meal.

2.1 READING COMPREHENSION

Exercise 5

The doctor advised Kamal to do certain things if he wanted to be well and healthy. Read the text and complete the following pieces of advice that the doctor gave to Kamal. Remember to use the full stop at the end of the sentence. The first one has been done as an example.

1) You should take **proper food**.

2) You should do ____

3) You should sleep ______________________________________

4) You should not eat _____________________________________

5) You should eat ____

6) You should take _______________________________________

7) You should wash ______________________________________

8) Also, you should wash ___________________________________

2.1 READING COMPREHENSION

Exercise 6

Kamal gave reasons to his mother about why he wanted to do different things. Work in pairs and match the reasons with the statements. After discussing orally, write the complete correct sentences in your notebook.

S. No.	Statement	S. No.	Reason	Answer
1.	I will have milk, fish, meat, vegetables and fruits because	a.	these things make us sick and unhealthy.	**1-d**
2.	I will not eat too many sweets, *paan* and *chaliya* because	b.	physical exercise is good for health.	
3.	I will also take a bath every day before going to bed because	c.	I want to be fresh and active when I wake up in the morning.	
4.	I will play outside with my friends after I finish my homework because	d.	I want to be healthy.	
5.	I will not watch too much television but will go to bed early because	e.	if we remain clean we will not fall sick.	

2.1 READING COMPREHENSION

Exercise 7

1) Which characters were in the dream and which characters were not in the dream?
2) What are the names of Kamal's friends?
3) What was the last thing that Kamal said in his dream?
4) What effect did the dream have on Kamal?

2.2 SPEAKING

Language focus: showing willingness and unwillingness to do *something*.

In pairs, practise the following conversation. First, one student should play the role of Zohra and the other one should play the role of Razia. Then, change roles and repeat the dialogue.

Zohra: Will you come to my house on Sunday?

Razia: No, I will go to my uncle's house.

Zohra: Will you do some work there?

Razia: Yes, I will do some work but mostly I will play with my cousins.

Zohra: Will you watch TV?

Razia: No, I will not watch TV. I can watch TV at home.

Zohra: What games will you play?

Razia: We will mostly play outdoor games; like cricket, skipping, racing, etc.

Zohra: Have a good weekend. Enjoy yourself.

Razia: I will. Thank you.

Note for Teachers: Divide the students in pairs. Ask them to practise the dialogue with both students playing first one role then the other. After they have practised the dialogue, ask them to change the activity. For example, instead of saying "Will you come to my house on Sunday?", they could say: help me do my homework, will you take part in the annual sports, etc.

2.3 LANGUAGE PRACTICE

When a Pronoun refers back to the Subject, it is called a Reflexive Pronoun.

	Subject Pronoun	Reflexive Pronoun
Singular	I	myself
	you	yourself
	he	himself
	she	hersel
	it	itself
Plural	we	ourselves
	you	yourselves
	they	themselves

We use a **Reflexive Pronoun**

1. When the Subject and the Object in a sentence refer to the same person or thing:
   - **My cat** always licks **itself**.
   - **We** fixed the car **ourselves**.
2. For emphasis:
   - **I** cleaned the store-room **myself**.
   - **They** injured **themselves** during the cricket match.
3. When we are alone or not with another person.
   - **Javed** went to the factory by **himself**.
   - **Grandmother** was sitting by **herself** in the courtyard.

2.3 LANGUAGE PRACTICE

Exercise 6

Match the Subjects in Column A with the correct Reflexive Pronouns in Column B to complete the sentences.

S. No.	Column A: Subject	Column B: Reflexive Pronoun	Answers
1.	Ahmad likes talking to	a. themselves.	**1 d**
2.	I did it	b. herself.	
3.	Mustafa and Abbas hurt	c. ourselves.	
4.	You must polish your shoes	d. himself.	
5.	Ayesha washed her sock	e. yourself.	
6.	Fatima, Alia and I cleaned it	f. myself.	
7.	You must complete the work	g. itself.	
8.	The car moved by	h. Yourselves.	

Exercise 7

Fill in the blanks with the correct Reflexive Pronouns. Follow the example.

1) **I** am teaching myself **to** play hockey.
2) Be careful with that knife. **You** might cut ___________. (singular)
3) Would you two like to get ___________ some milk? (plural)
4) We've brought ___________ something to eat.
5) I wish the children would behave ___________.
6) When he opened his eyes he found ___________ lying by the side of a road.
7) Asifa had to cook for ___________.
8) The bird was making a nest by ___________.

2.3 LANGUAGE PRACTICE

Linking Words: Pronouns as Reference words

Exercise 4

Look at the sentences in the following table. Find out the pronoun that is used and put it in the 'Pronoun' column. Who does the pronoun refer to? Find out and write it in the 'Refers to' column. The first two have been done as examples.

S. No.	Statements	Pronoun	Refers to
1.	Aslam is a nice boy. He helps everyone.	He	Aslam
2.	The soldiers are very brave. They always protect our country.	They	The soldiers
3.	The train came at 6 o'clock. It was on time.		
4.	The people clapped loudly. They were very happy because their team had won.		
5.	My mother was not at home. She had gone to buy some milk.		
6.	Zeenat was not feeling well. She had fever.		
7.	The little boy was hungry. He wanted some food.		
8.	The dog was barking loudly. It had seen a stranger near the door.		

Note for Teachers: Write 'Summer Holidays' in the middle of the blackboard. Draw a circle around it. Then take out lines as shown in Exercise 3 above. Ask students their plans for the summer vacations and write one plan on one line. Tell the students to do the same for their mind map in Exercise 3. After writing their points they should write a paragraph based on those points.

2.3 LANGUAGE PRACTICE

Grammar: Past Continuous Tense

This tense is used to talk about something that was happening at a particular time in the past. We form the past continuous tense as follows:

was/ were + present tense of the verb + ing

I **was washing** the dishes when my aunt came.

When the phone rang the guests **were leaving**.

Exercise 5

What were the following people doing at the given times. Write the answers in your notebook. Remember to use 'I' or my mother / father / brother / sister when writing the sentence.

Examples: My sister was reading a book when I was doing my homework.

I was writing a letter at 9 o'clock in the night.

Your father	Your mother	Your brother/ sister	You
at 7 o'clock in the morning	when you were in school	at 8 o'clock at night	at 1 o'clock in the afternoon
when you were having lunch	at 9 o'clock at night	at 3 o'clock in the afternoon	when your mother was cooking lunch
at 7 o'clock in the evening	at 5 o'clock in the evening	when you were doing your homework	at 11 o'clock at night

2.3 LANGUAGE PRACTICE

Exercise 6

Complete the following story by filling the blanks with the past continuous form of the verb. You can choose the verbs from the list below. The first one has been done as an example.

Paragraph 1:	**flow**	**look**	**try**	**sit**	**sink**	**thank**
Paragraph 2:	**fly**	**enjoy**	**eat**	**go**	**run**	

One day a bird **was sitting** on a tree near a stream. It ___________ down at the water below. Suddenly it saw that an ant _____________ in the water. It ___________ to get out but the water ____________ very fast. The bird quickly dropped a leaf in the water near the ant. The ant climbed on the leaf and looked up as if it ____________ the bird for saving its life.

A few days later, the bird was on another tree and __________ its food. It looked happy as if it __________ itself. It did not see that a hunter __________ to shoot it. But the ant saw him. As the hunter was about to shoot, it bit him. The hunter missed his shot. The bird flew away. As it ____________ away it saw that the little ant ______________ back into its hole in the ground.

2.3 LANGUAGE PRACTICE

Punctuation: Full stop

A ***Full stop*** is used at the end of a sentence.

Example: My father does not take breakfast. He is usually in a hurry in the morning.

Exercise 7

Work in pairs and rewrite each of the following as two separate sentences in your notebooks. Use capital letters and full stops where needed. Follow the example.

Example: i often go for long walks on summer evenings it is peaceful and i can exercise too

I often go for long walks on summer evenings. It is peaceful and I can exercise too.

1) they have a dog, a cat, and two hens next year they will buy a goat and a cow
2) at the eid fair last saturday ali saw a clown he was wearing a red coat
3) the cock crows loudly all night we cannot sleep properly
4) my sister's parrot can say a few words i like the way it talks
5) one day a zebra escaped from its cage the zookeeper found it inside the elephant's cage

2.3 LANGUAGE PRACTICE

Exercise 8

Read the following passage to understand what the text is about. Work in pairs. Discuss where each sentence starts and finishes and where the capital letters and full stops should be. After discussing, write down the passage, with all the punctuation marks, in your notebook.

imdad and salim are in class 6 last friday they had a fight in class their teacher was very angry with them she told them to stay back after school when the school bell rang all the other boys went home the teacher told imdad and salim to take out their notebooks and write their full names one thousand times after a whole salim started crying the teacher asked him why he was crying he said "my name is salimuddin kochriwala and his name is imdad khan he will finish very quickly"

2.4 WRITING

Describing an Object

Exercise 1

Guess the object through the given descriptions. The names of the objects are given in the box below. The first one has been done as an example.

pair of scissors	train	mobile phone	clock
rickshaw	book	knife	mango

1) All students have it. It is made of paper. People read it. It's a book.
2) It takes people from place to place. It has wheels and it plies on roads. It makes a lot of noise. It's a ___________.
3) It is sharp and has a handle. People use it to cut things in the kitchen. Children are not allowed to use it. It's a ____________.
4) It is sweet and soft. It comes in summer. Sometimes it is orange in colour and sometimes it is yellow. People love to eat it. It grows on trees. It is a ____________.
5) It is easy to carry. Many people have it these days. People use it to make calls. It's a ___________.
6) They are small and large too. They have sharp and pointed ends. They are used to cut wires, paper or cloth. They're a _____________.
7) Sometimes it is put on a wall. Sometimes it is kept on a table or shelf. We can tell the time by looking at it. It's a ____________.
8) People travel on it. It takes people from one city to another. It runs on rails. It's a ____________.

2.4 WRITING

Exercise 2

In groups of 3, choose an object in your classroom. Describe the object using the headings below. You don't have to fill all the headings. Follow the example.

Name of Object: table	Name of Object:_______________
Size: small Shape: square/rectangle	Size: _____ Shape: ____________
Colour: brown	Colour: ____________
Smell: wood Taste: __-__	Smell: _______ Taste: ________
Texture (feel): hard/smooth	Texture (feel): ________________
Use: put things on	Use: ________________________

Read your description to the class and let your classmates guess what the object is.

Exercise 3

Work in pairs and discuss how you can describe your classroom. Use the model above but add more lines for describing it. For example: number of students/ chairs/ blackboard, etc.

After you have developed your ideas, write a paragraph in your notebook describing your classroom.

2.5 STUDY SKILLS SELF CREATED CLOZE

Exercise 1

Do you want to speak and write good English? Remember to do the Self-Created Cloze every day. The steps are given in Unit 1 section 1.5

You can use your English textbook or any other book in English for this activity. You will also need an extra notebook for this activity. Try to write at least one paragraph every day.

Exercise 2

Look at the following book cover. It has the name (title) of the book, the name of the writer (author) and the name of the person who made the design of the cover (illustrator).

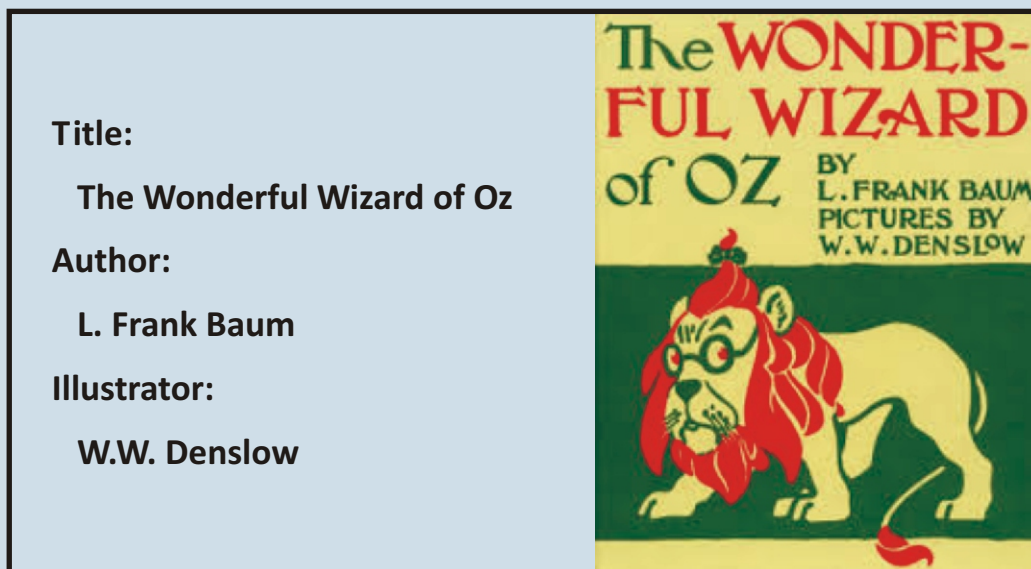
Title:

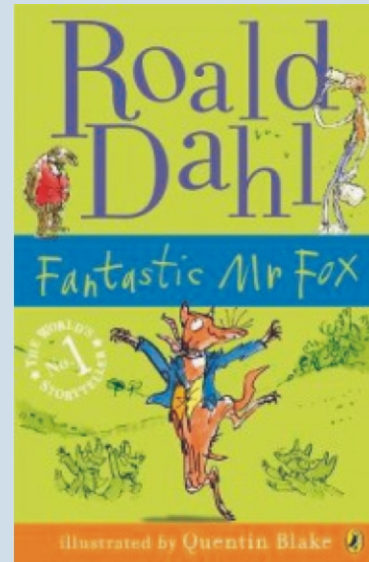
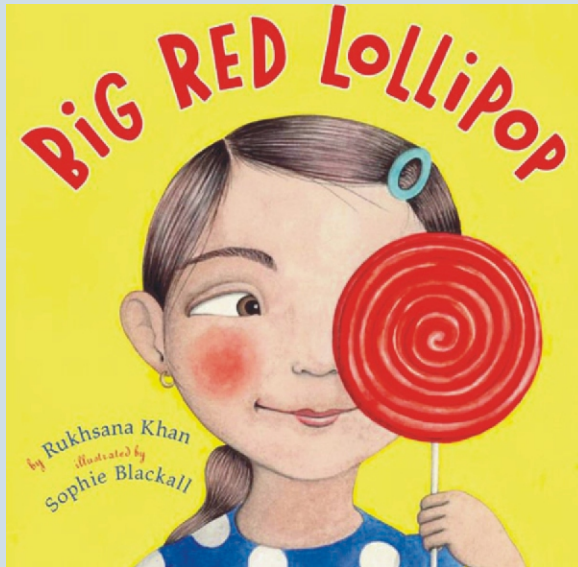
The Wonderful Wizard of Oz

Author:

L. Frank Baum

Illustrator:

W.W. Denslow

2.5 STUDY SKILLS

Now look at the books given below and write their titles, author's name and the name of the illustrator below each book

Title:_______________________ Title:_______________________

Author:_____________________ Author:_____________________

Illustrator:___________________ Illustrator: ___________________

2.6 FUN

Your friend is sick. Make a card that says get well soon. Draw or paste colourful pictures. Write a message for your friend. You can choose the wish from the list given below or you can think of any other message that you want to write.:

Get well soon. We all miss you.

Come on. Get out of bed, come and play with us.

Wish you good health.

I miss you, my friend. Get well soon.

This is to wish you a healthy life.

Health is wealth. Take good care of it.

UNIT 3 Patience

What will I learn?

READING

- Read a poem and give orally and in writing the main idea
- Deduce meanings of difficult words from context
- Read silently with comprehension
- Write a summary of the poem
- Identify line and stanza

SPEAKING

- Language focus: Agree/ disagree politely

LANGUAGE

- Change the number of regular and irregular nouns, and nouns with no change in number
- Use of cohesive devices: but, unlike
- Use the question mark where applicable

WRITING

- Write a paragraph using a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining etc., to develop focus
- Write a simple unified paragraph on a given topic
- Write a simple paragraph describing an animal

STUDY SKILLS

- Arrange jumbled book covers in an alphabetical order
- Acquire language holistically through Cloze Passages

FUN

- Design and create a newspaper

3.1 READING COMPREHENSION

Pre Reading

1) The title of the poem that you are about to read is 'Try Again'. What do you think the poem is about?
2) When would your father/ mother tell you to try again?
3) When would your teacher tell you to try again?
4) When would your friend tell you to try again?

Reading Text

Try Again

‘Tis a lesson you should heed,
Try again;
If at first you don't succeed,
Try again.
Then your courage should appear,
For if you will persevere,
You will conquer, never fear,
Try again.

Once or twice, though you should fail,
Try again;
If you would at last prevail,
Try again;
If we strive, 'tis no disgrace
Though we do not win the race;
What should we do in that case?
Try again.

3.1 READING COMPREHENSION

If you find your task is hard,

Try again;

Time will bring you your reward,

Try again;

All that other folks can do,

Why, with patience, may not you?

Only keep this rule in view,

Try again.

(W.E. Hickson)

Exercise 1

Read the poem and answer the following questions:

1) How many verses are there in the poem?

2) How many times are the words 'Try again' repeated in the poem?

Note for teachers: Tell the students that you are going to read all the lines of the poem but you will not read Try again; the students will have to read that part aloud. For example, you will read: 'Tis a lesson you should heed and the students will say: Try again.

After this, divide the students in pairs and ask them to do the same; one student will read the lines while the other one will say: Try again. Then they will change roles and read again; the second student will now read the lines and the first one will say: Try again.

Then, ask them to read the poem silently and do Exercise 1.

3.1 READING COMPREHENSION

Vocabulary

Exercise 2

Some words from the poem are given in Column A and their meanings are given, in a mixed up order, in Column B. Match the words with their meanings and write the answers in the answer column. The first one has been done as an example.

S. No.	Column A	S. No.	Column B	Answer
1.	heed	a.	try hard	1 - d
2.	persevere	b.	fight and win	
3.	conquer	c.	gift for doing something good	
4.	prevail	d.	pay attention to	
5.	strive	e.	work	
6.	disgrace	f.	remember	
7.	task	g.	win	
8.	reward	h.	something to be ashamed of	
9.	keep in view	i.	keep on trying	

Post Reading

Exercise 3

Fill the following tables with rhyming words from the poem. In the last blank add one more word of your own that rhymes with these words. The first one has been done as an example.

S. No.	Word	Rhyming word from poem	Own rhyming word
1.	heed	succeed	feed
2.	fail		
3.	hard		

3.1 READING COMPREHENSION

S. No.	Word	Rhyming word from poem	Rhyming word from poem	Own rhyming word
1.	appear			
2.	disgrace			
3.	do			

Exercise 4

Read the poem and write the verse number of the following lines in the blanks provided. The first one has been done as an example.

1) You will conquer, never fear __1__
2) Time will bring you your reward ______
3) If we strive, 'tis no disgrace ______
4) Only keep this rule in view ______
5) 'Tis a lesson you should heed ______
6) Though we do not win the race ______
7) For if you will persevere ______
8) Why, with patience, may not you? ______
9) Once or twice, though you should fail ______
10) Then your courage should appear ______

3.1 READING COMPREHENSION

Exercise 5

In the following table the explanations of some of the lines in the poem are given. Work in pairs and discuss which explanation matches which line in the poem. Write the line in the given column. Also write the verse numbers. The first one has been done as an example.

S.No.	Explanation	Line in the poem	Verse number
1.	If your work seems to be difficult, try again.	If you find your task is hard, Try again;	3
2.	If you fail one or two times, try again.		
3.	If you do not succeed in the beginning, try again.		
4.	Even if you do not win a race		
5.	Always remember the rule of trying again.		
6.	You should pay attention to the saying, try again.		
7.	All the things that other people can do.		
8.	If you want to fight and win keep on trying.		
9.	Don't be afraid, you will win if you keep on trying.		
10.	You will get your gift after some Time, so keep on trying.		
11.	If we try hard it is nothing to be ashamed of.		

Exercise 6

Write a summary of the poem. You can use the explanations in the exercise above to write the summary. However, instead of 'you' write 'we' and instead of 'your' write 'our'.

3.2 SPEAKING

Language focus: Agree/ disagree politely

In groups of three, roleplay the following dialogue. Change roles, and practise the dialogue two more times so that each student gets to play all the three roles.

Nadeem: Going to Murree in January is a stupid idea.

Sameer: I don't agree with you, Nadeem. I think it's a great idea.

Saleh: Why do you think it is a bad idea, Nadeem?

Nadeem: I hate the cold weather. If we go there in the summer we can really enjoy ourselves.

Sameer: You have a point. If you don't like the cold weather you will not be able to enjoy yourself.

Saleh: Yes, but many of us want to see the snow. That's why we want to go in January.

Nadeem: I think, playing with a cricket ball is much more fun than playing with snowballs.

Sameer: I think different people like different things. We should accept their wishes also.

Saleh: Tell you what, this year we can go in January and next year we can go in June.

Note for the Teacher: After the students have practised the dialogue, ask them to discuss their village/ town/ city. They can agree or disagree with each other about what is good or bad in their village/ town/ city. Ask them to use phrases like 'I think', 'I agree/ don't agree', 'You have a point', 'Yes, but', etc.

3.3 LANGUAGE PRACTICE

Noun Numbers

Nouns are words that name things, places or people - chair, city, teacher, etc.

We can count some nouns; for example, a pencil, five trees, two girls, one lake, etc. they are called **countable nouns**.

We cannot count some nouns; for example, sugar, rice, water, etc. they are called **uncountable nouns**.

The countable nouns have two forms called the singular and the plural. A singular noun names one person, place or thing. A plural noun names more than one person, place or thing. Look at the following table to learn the rules of changing singular nouns to plural.

Types of Nouns	Rules for changing	Plurals	Examples
Regular Nouns	Nouns	Add 's'	day - days, girl - girls, train - trains
	Nouns that end in 'y' but there is a consonant before the 'y'	Remove 'y' and add 'ies'	baby - babies, country - countries
	Nouns that end in 'ch, sh, s, x'	Add 'es'	catch - catches, brush - brushes, bus - buses, box - boxes
	A few nouns that end in 'o'	Add 'es'	hero - heroes, potato - potatoes
	Nouns that end in 'f' or 'fe'	Remove 'f' or 'fe' add 'ves'	scarf - scarves, wife - wives
Irregular Nouns	Spelling changes in order to make plural	Different spelling word	goose - geese, man - men, mouse - mice, tooth - teeth, ox - oxen, child - children, person - people, foot - feet
Nouns with no change in numbers	Singular and plural both have the same spelling	Same spelling	deer - deer, sheep - sheep, hair - hair

3.3. LANGUAGE PRACTICE

Exercise 1

Write down the plurals of the nouns given below in your notebook.

1) sister 2) watch 3) shelf 4) fox 5) tomato 6) person

7) hair 8) tooth 9) wife 10) dash 11) fairy 12) match

13) buffalo 14) holiday 15) mosquito 16) berry 17) cage

Exercise 2

In pairs, choose the correct noun number in the following sentences. Write the correct answers in your notebook. Follow the example.

Examples: They bought two knife/ knives and a few plate/ plates.

They bought two knives and a few plates.

1) How many person/ people are there in the buses/ bus?
2) Five woman/ women opened a school/ schools.
3) Every child/ children enjoys learning through picture/ pictures.
4) Most cricket player/ players are more than five foot/feet tall.
5) Which kind of sheeps/ sheep does your family/ families have?
6) I have to buy a watch/ watches and a pair of shoe/ shoes.
7) The boys caught ten fish/ fishes and five crab/ crabs.
8) Many man/ men in the field have axe an axes in their hand.
9) The girls/ girl were wearing very beautiful dress/ dresses.

Note for the Teacher: Remind the students to look at the article (a,an), verbs and words showing numbers (few, many, every, etc.) in Exercise 2, as these can help them understand whether a noun should be singular or plural. Tell them to remember to change/ add/ delete words, as needed, when doing Exercise 3.

3.3 LANGUAGE PRACTICE

Exercise 3

Rewrite the following sentences changing the noun number to plural. Remember to change the verb and pronouns as needed. Follow the example.

A baby cow is called a calf.

Example: *Baby cows are called calves.*

1. I saw an ox in the field.
2. The young woman put the things on the shelf.
3. Cut the orange and the mango in half.
4. My younger brother can walk like a goose.
5. She needs a potato and a tomato.
6. There is a sheep in the barn.
7. Please lock the hen here so that the fox cannot eat it.
8. Mr Samad has a son and a daughter.
9. My knife is on the table.

Cohesive Device: Showing contrast with but, unlike

Look at the following examples. Both the examples show how one thing is different from the other but they both use different words: ***but*** and ***unlike***

Examples: Birds have two legs ***but*** mice have four legs.

Unlike mice, birds have two legs.

3.3 LANGUAGE PRACTICE

Exercise 4

Fill in the following sentences, by adding but or unlike in the blanks. The first two have been done as examples.

1) *Unlike* Samina, Najma loves driving.
2) The colour of my house is nice *but,* I want to change it.
3) We are late _______ we will catch the train.
4) _______ Badin, the weather in Murree is quite cold.
5) We are having a good time _______ we miss some of our friends.
6) The food here is good, _______the food we had at the hotel last night.
7) Salima has many clothes ______ she wants to buy a new dress for Eid.
8) ______ me, he is studying and also working.

Exercise 5

Match column A and B to make sentences. Each sentence will either have 'but' or 'unlike'. Write the complete sentences in your notebooks. Follow the example.

Example: Unlike Hyderabad, Bhambhore has no shopping plazas.

S. No.	Column A	S. No.	Column B
1.	Unlike Hyderabad	a.	Tasleem is tall.
2.	Qurban has three goats	b.	but Karachi has the sea.
3.	Lahore has a river	c.	Bhambhore has no shopping plazas.
4.	Unlike you	d.	but you cannot sleep on it.
5.	I worked hard for the test	e.	we can fold the paper money.
6.	The peacocks are dying	f.	but you don't like me.
7.	Unlike coins	g.	but he wants a cow.
8.	A table has a flat top	h.	but I didn't pass.
9.	Unlike Aliya	i.	but people are not paying attention.
10.	I like you	j.	I have six fingers on my right hand.

3.3 LANGUAGE PRACTICE

Punctuation: Question Mark (?)

A question mark is put at the end of a question.

Examples: Where do you live?

What is everybody doing?

Exercise 6

In pairs, rewrite the following sentences putting in the missing **capital letters** and **question** marks. Follow the example.

Example: which one do you like (incorrect)

Which one do you like? (correct)

1) are you ill
2) why are you wearing a sweater in july
3) may I come in, please
4) who is taking farzana aunty to the station
5) do you know arif's address in quetta
6) where is the nearest supermarket in the gulshan area
7) sadiq, will you help me, please
8) what did you say to Mrs. Chandio on friday
9) were they waiting for us or for yusuf
10) is this the book that you bought from mr. shah

3.4 WRITING

Pre-Writing

Describing an Animal

Exercise 1

In groups of three, discuss and guess the animal described; underline the name of that animal. Check your answers with another group. The first one has been done as an example.

1) It has a hump on its back. It lives in deserts. It is a (**camel**, lion, shark)
2) It swims in the water. It has feathers. It is a (monkey, duck, fish).
3) It is kept as a pet. It eats grass. It is a (whale, tiger, goat).
4) It does not sleep at night. It has round eyes. It is an (elephant, owl, cat).
5) It has wings but cannot fly. It lays eggs. It is a (crow, bat, hen).
6) It lives in mountains and on trees. It likes to eat bananas. It is a (monkey, eagle, lion).
7) It has four legs and lines on its body. It eats meat. It is a (tiger, butterfly, mouse).

3.4 WRITING

Exercise 2

In groups of three, use the following information in the table to write a short description on each of the animals given in the table below. Follow the sample. Show your description to another group to make corrections on spellings (Sp), grammar (G) and punctuation (P). Rewrite if there are errors.

No	Animal	Colour	Important Body Parts	Skin Type	Food	Home	Young
1	fish	many colours	gills to breathe fins to swim	scales	plants small fish worms	lake sea pond	fry
2	elephant	grey red brown black	tusks (teeth) trunk (nose) fan-like-ears	thick rough	grass leaves fruit	forests mountains deserts	calf
3	lizard	many colours	long tail long tongue four short legs	scales no hair	insects	warm places	hatchling
4	squirrel	brown grey red black white	cheeks to store food long bushy tail pads on feet to jump on trees sharp teeth		nuts roots leaves plants	tree holes deserts	baby

** Add any other information about the animal that you may know.*

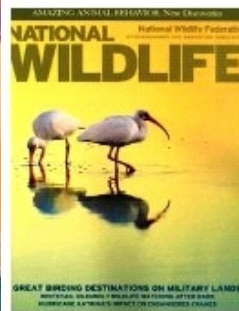
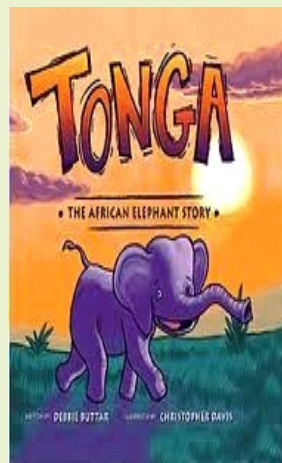
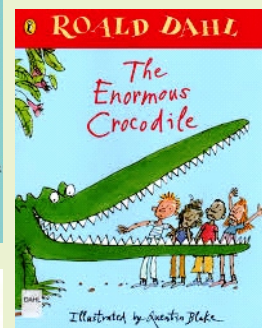
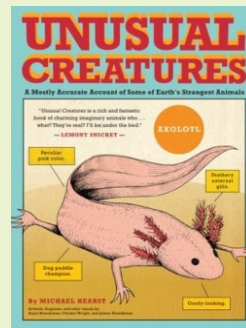
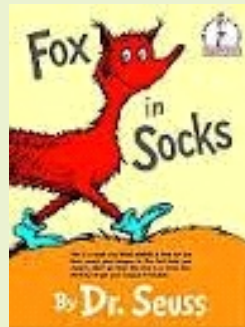
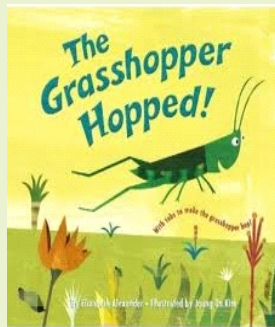
Here is a sample description.

Fish

Fish live in water. Their skin is covered with scales. They swim with the help of fins and breathe through gills. They are found in many different kinds of shapes, colours and sizes. They lay eggs in water and their young are called fry. They eat small plants and worms. Some large fish eat the small fish. The whale-shark is the largest fish found in the seas.

3.5 STUDY SKILLS — SELF CREATED CLOZE

Exercise 1

The following book covers are in a jumbled order. Arrange them in an alphabetical order. Write the names in the correct order in your notebooks.

Exercise 2

Remember to do the Cloze activity explained in Unit 1.5, daily.

3.6 FUN

Our Newspaper

In groups of 3, on a large sheet, make a two - page newspaper. Your newspaper should cover the following areas:

- any international news
- at least one national news
- a local news
- sports news
- weather for today in your area
- prayer timings for today
- any two interesting advertisements

Guidelines:

Give your newspaper a name.

Collect a few newspapers and use them as a guide to make your newspaper.

Don't forget to write the headlines.

Write the day and date.

Draw or paste pictures to make the front page colourful.

Write each article in a separate box. Don't write more than 100 words.

Once you have written your newspaper, put it up in the classroom.

(Sources: www.google.com.pk)

The Value of Labour

What will I learn?

READING

- Skim text (while-reading) to have a general idea of the text
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Recognize the functions of pronoun - antecedent relationships
- Use critical thinking to respond to the text
- Apply world knowledge and own feelings / opinion to the text read

SPEAKING

Language focus: Request and respond to requests.

•LANGUAGE

- Change the gender of nouns
- Use pronoun-antecedent agreement recognizing their relationship
- Use reflexive pronouns
- Use comma for a series of items

WRITING

- Write a short narrative which describes an everyday event

STUDY SKILLS

- Develop a time table of everyday routine
- Acquire language holistically through Cloze Passages

FUN TIME

- Discuss and spot the differences between two pictures

4.1 READING COMPREHENSION

Pre Reading

- Do you know what a diary is?
- What are diaries used for?
- If you have to write something in your diary every day, what will you write?

Reading Text

Shahban is a young boy who lives in Badin, Sindh. His father wants him to become a great man, so he wants Shahban to study well and to work hard. Shahban goes to school daily and always does his homework on time. He also writes what he does every day in his diary. This helps him in improving his writing and in remembering a lot of things that he could forget if he did not write them down. Read the following diary entry by Shahban, to see what he does and how he divides his time between study, work and play.

Note for Teachers: Discuss with the students what diary writing is. Tell them that they can write about anything that they want to write about. They can write about what they or someone else did, how they felt about something, what they or someone else liked or disliked, where they went, what they saw, what they want in life, etc. In other words, they can write about anything. Tell them that they don't need a diary for this they can use a notebook as a diary.

4.1 READING COMPREHENSION

Diary Entry

Name: Shahban
Day: Monday
Date: 02.02.2017

Dear Diary,
Last Saturday, I began working at a local milk shop after school. I go to school in the mornings and come back home at 1 O'clock in the afternoon. I say my prayers and then I have lunch. After lunch, I help my elder sister clean our home and then she helps me with my homework. After that, I go for my Quran classes. My evenings are free after my Quran classes, so, my father spoke to the owner of the *Allahwala Milk* Shop, a shop near our house, to allow me to work there. He agreed to let me work in his shop for two hours every day. My father told him that I would not work on Sundays and public holidays. The owner is a nice man. He agreed and said that young people should also have time to play with their friends.
I am feeling very happy. Now, I too can help my parents in making our lives better by earning some money. Mother says that when we keep ourselves busy, we stay away from bad company and bad habits. Father believes that we should work hard and honestly. My boss says if I work hard, I can have a milk-shop of my own when I grow up. Insha'Allah, one day I will have my own shop besides my dream job of computer engineer.
But, everybody at home is not happy. My grandmother is upset with my parents for making me work. She says I am only eleven years old and that I should play more. So, grandfather told her that I can play with my cousins and friends on Sundays and other holidays.
Every day, after dinner and Isha prayers, I go to bed early to get up early. I am busy, but I am glad. I am a helper and a trainee. I am learning how to set yoghurt in a clay pot. So, I will be able to make yoghurt for my family very soon. Also, I am happy because with the earnings from my job, I will save enough money to buy myself a computer. And I am waiting for the day when I will be a computer engineer. It's 9:30 in Badin now. I'm off to bed.

Note for Teachers: Reading aloud can help students overcome the fear of talking in English. Encourage learners to read in pairs to improve their reading skill by using the correct pauses and intonation. Also help them focus on their pronunciation. After that ask them to read the text silently and do Exercise 1.

4.1 READING COMPREHENSION

While Reading

Exercise 1

1) What is the name of the diary writer?

2) On which day and date did he write his diary page?

3) Where is he from?

4) What time does he go to bed?

Vocabulary

Exercise 2

All the words in column A are in the text. Their opposites are given in column B. Choose the opposites of the given words and write the answers in the answer column, as done for the first one.

S. No.	Words Column A	S. No.	Opposites Column B	Answers
1.	morning	a.	sad	1 g
2.	clean	b.	night	
3.	free	c.	dishonestly	
4.	happy	d.	sell	
5.	bad	e.	late	
6.	honestly	f.	unable	
7.	early	g.	evening	
8.	day	h.	busy	
9.	able	i.	dirty	
10.	buy	j.	good	

4.1 READING COMPREHENSION

Post Reading

Exercise 3

Arrange the following sentences about the writer's daily routine in the order that they appear in the text. Write the numbers in the boxes.

- [ ] He sleeps at 9:30.
- [ ] He does his homework.
- [ ] He works at the milk shop for two hours.
- [ ] He helps his sister clean the house.
- [ ] He comes back from school at one O'clock.
- [ ] He goes to the Quran class.

Exercise 4

One pronoun has been highlighted in each of the sentences given below. Read the text and write in the blanks to whom the given pronoun is referring to. The first one has been done as an example.

(a) **She** helps me with my homework. ***Shahban's sister***

(b) **I** say my prayers and then I have lunch. ____________

(c) **He** agreed to let me work in his shop for two hours every day. ___________

(d) **She** says I am only nine years old and that I should play more. ___________

(e) Insha'Allah, one day **I** will have my own shop! ___________

4.1 READING COMPREHENSION

Exercise 5

All the following sentences are wrong the text says something different. Along with your partner, read the text and discuss what the correct answer will be. After you have discussed all the statements, write the correct statements in your notebook. The first one has been done as an example.

1) Shahban goes to school in the afternoon.

   Shahban goes to school in the morning.

2) The shop is far from his house.
3) He works in a medical store.
4) He works for seven hours every day.
5) The owner of the milk shop said that young people should not play with their friends.
6) He cannot help his friends in making their lives better by earning some money.
7) His father says that if he works hard, he can have his own milk-shop when he grows up.
8) His grandfather is upset with his parents for making him work at such a young age.
9) Shahban's aim of life be a milk shop owner.
10) He hopes to save enough money to buy a car for himself.

4.1 READING COMPREHENSION

Exercise 6

Work in pairs and discuss the following questions. After discussing all the questions, write the complete answers in your notebook.

1) Which part of the day does Shahban work?
2) Why did the owner agree to give him a holiday on Sundays and public holidays?
3) Shahban's father thinks that people should do two things, what are these two things?
4) Why is his grandmother upset?
5) What does he say about the yoghurt?
6) Is the writer happy or sad? Why?

Exercise 7

Write down two things that you can do to help your family. Also write how doing these things will help your family.

4.2 SPEAKING

Language focus: Request and respond to requests.

In pairs, practice the following conversation. First, one student should play the role of Kumar and the other one should play the role of Zaman. Then, change roles and repeat the dialogue.

Kumar: Zaman, please tell me some things that I can do at home which will make my mother happy.

Zaman: Sure. There are many things that you can do.

Kumar: Please, give me some examples.

Zaman: You can wash up the dishes after lunch or dinner.

Kumar: Yes, I can do that.

Zaman: You can help her by hanging out clothes to dry or by feeding the chickens.

Kumar: Is there anything else that I can do?

Zaman: You can also make your mother happy by keeping your books and clothes in their proper place.

Kumar: Thank you, Zaman, for giving me such good ideas.

Note for Teachers: Divide the students in pairs. Ask them to practise the dialogue with both students playing first one role then the other. After they have practised the dialogue ask them to give different suggestions. For example, “You can polish your younger brother's shoes” or “You can read the newspaper for your grandfather” etc.

4.3 LANGUAGE PRACTICE

Grammar: Noun Genders

There are four kinds of Noun Genders:

1) Masculine Nouns: words that are used for men, boys and male animals
2) Feminine Nouns: words that are used for women, girls and female animals
3) Common Nouns: words that are used for both males and females
4) Neuter Nouns: words that are used for non-living things

Exercise 1

Memorize the following Noun Genders. Add two more in each of the group given below.

Masculine Gender	Feminine Gender
uncle	aunt
king	queen
host	hostess
landlord	landlady
sir	madam
husband	wife
nephew	niece
prince	princess
widower	widow
son	daughter

Masculine Gender	Feminine Gender
billy goat	nanny goat
stag (deer)	doe
bull	cow
drake	duck
peacock	peahen
fox	vixen
tiger	tigress
jack (donkey)	jenny
ram (sheep)	ewe
stallion (horse)	mare

Common Gender
baby
child
doctor
friend
neighbour
principal
police officer
parent
singer
teacher

Neuter Gender
apple
book
cup
drum
egg
fan
grass
hammer
pot
train

Note for Teachers: The students will have already learnt about the masculine and feminine gender in the previous classes. Ask them what gender is boy, girl, man, woman, etc. Then discuss about genders in animals, like lion, lioness, cock, hen, etc. Tell them that some nouns are the same for both the genders, for example, captain, cleaner. Finally, non-living things have no gender, example, table, door, etc.

4.3 LANGUAGE PRACTICE

Exercise 2

Draw columns as given below in your notebook. Put the words given below in the right column according to their gender.

Next, for nouns that have a masculine and feminine gender, if masculine is given write feminine, and if feminine is given, write masculine. Some of these have been done as examples.

After completing the exercise, share your table with your partner. If you have different answers, discuss and decide what is the correct answer.

mother jenny principal teacher table widower
neighbour boy drake window ram friend
button cow niece box baby tiger doctor
bus peahen host cleaner fox paper

Masculine Gender	Feminine Gender	Masculine Gender	Feminine Gender	Common Gender	Neuter Gender
father	mother	*jack*	jenny	principal	table
		drake	*duck*		

Exercise 3

Look at the table that you have just completed. Choose one word from each of the columns in the table and use it in a sentence in your own words.

Examples: My father bought a nice story book for me.
The duck is swimming in the lake.
Our principal is a very nice person.
This is an old but beautiful table.

4.3 LANGUAGE PRACTICE

Exercise 4

In pairs, change the gender of the nouns and rewrite the sentences. Follow the example.

Example: The landlord had eight sons.

The landlady had eight daughters.

1) A beautiful doe ran about in my garden.
2) The wild mare broke the ropes and jumped over the fence.
3) The vixen killed a cock.
4) The rich prince sent a peacock as a gift to the king.
5) Sir, I cannot come to school tomorrow.
6) The widower had a mare that died last week.
7) The landlady died in a car accident.
8) My hostess is a fine teacher.
9) Their niece treats their aunt very nicely.
10) They have a cow, two rams, four nanny goats and six cocks.

Exercise 5

In pairs, discuss the change in the gender of the nouns in the following statements. Remember to change the pronouns, where needed. For birds and animals, the pronoun his, her, or it can be used. After discussing, write the answers in your notebook. Follow the examples given below

Examples: The **boy** bought fruit for **himself.**

The **girl** bought fruit for **herself.**

The **teacher** asked **Salma** to bring book of his.

The ***teacher*** asked ***Aslam*** to bring book of her.

4.3 LANGUAGE PRACTICE

1) All the girls left the classroom except Seema.
2) Her neighbour likes the hen she bought last week.
3) My uncle helped me with homework of mine when he came to house.
4) The tiger killed a doe and ate it.
5) The prince became the king when he was just fifteen years old.
6) The doctor's clinic is always full of people because she is very kind.
7) Father of mine wants to sell his mare and buy a cow.
8) Everyone likes this singer because she sings well and voice of hers beautiful.
9) Nazia is the cricket captain of her school's team.
10) Our landlady sold two ewes of hers and one billy goat because she needed some money.

4.3 LANGUAGE PRACTICE

Simple Future with going to

What are they *going* to buy?

They are *going* to buy a book.

What is he *going* to do?

He is *going* to catch fish.

be + going to + verb in the first form without 's'

Function: We use going to when we are sure of doing something in the future, when we have planned to do it.

Exercise 1

Look at the following table and make ten sentences as done in the following example. Write two sentences each for he, she, I, they, we, and it.

Example:

He is going to leave for Lahore at 5 o'clock.

He is not going to read the novel after you finish it.

<table>
<tr><td>He
She</td><td>is
is not</td><td rowspan="4">going to</td><td rowspan="3">leave for Lahore at 5 o' clock.
drink tea after this.
read the novel after you finish it.
visit the flood victims.
have dinner after the game.</td></tr>
<tr><td>I</td><td>am
am not</td></tr>
<tr><td>They
We</td><td>are
are not</td></tr>
<tr><td>It</td><td>is
is not</td><td>eat the bone.
rain heavily.</td></tr>
</table>

4.3 LANGUAGE PRACTICE

Exercise 2

Aftab's friend is coming from Quetta to spend a week with him. Complete the following paragraph about his plans using going to. The verbs that you can use are given in the brackets. The first sentence has been done as an example.

My friend is going to come (come) by bus. I am ____________________(pick) my friend from the bus station. He __________________(stay) with me. We ______________________ (swim) in the lake. I __________________ (take) him to the fields. We _____________________(play) many games. He__________________ (teach) me English. We _____________ (enjoy) ourselves.

Now, complete the following paragraph using not going to.

However, There are some tings that we are not going to do (do). We _________________ (sleep) late. I _____________________ (climb) trees. He ___________________ (ride) the camel. We _______________ (watch) the TV. We ________________(go) to the fair. In short, we _____________ (do) anything that we do not want to do.

4.3 LANGUAGE PRACTICE

Punctuation: Comma (,) for a series of items in a list

Commas are used to separate three or more words/ items in a list.

Examples: Zaid's favourite sports are cricket, football and hockey.
I need to visit my mother, wash my car, and buy six bananas.

Exercise 9

In pairs, discuss where to put commas in the following sentences. Write the correct sentences in your notebooks. Follow the examples above.

1) I like to eat eggs chapati and tomato chutney for breakfast.
2) There were plates spoons forks and knives on the table.
3) She has dinner reads a book and prays before she goes to sleep.
4) My favourite colours are blue red pink and purple.
5) There were winter clothes old shoes and different types of hats in the cupboard.
6) He has to clean his room do his homework and polish his shoes.
7) I need to visit my mother wash the dishes buy some fruit and cook the meal.
8) Amna Bashir Sultan and I are playing football.
9) Karamdad wants to visit France Italy Germany and China.
10) The tree is very beautiful tall old and green.

4.4 WRITING DIALOGUES

Write a diary entry about one day in your life. Use the following guidelines.

Diary Entry

Day:

Date:

Name of Person:

Dear Diary,

1st Paragraph

2nd Paragraph

3rd Paragraph

What to Write

1) Use the reading text as your guide.
2) Write 3 paragraphs
3) Start a new paragraph a little away from the margin
4) Develop a mind map about what you want to write in each paragraph.
5) Start with what happened early in the day and finish with what happened last in the evening.
1) Use Pronouns such as I, we, us, me.
2) Use interesting adjectives.
3) Talk about things that include your family or close friends.
4) Write about your feelings. Explain what made you sad or happy.
5) Exchange your diary page with your partners. Ask them to point out your mistakes by writing (Sp) for spelling mistakes, (G) for grammar and (P) for punctuation. Correct the mistakes with the help of your partners. Rewrite your diary page and submit your work to your teacher.

4.5 STUDY SKILLS DEVELOPING WEEKLY TIME TABLE

Developing a weekly time table is a good habit. It helps you to plan your time properly and helps you remember all the important things that you have to do on any given day.

Draw a time table, as given below, in your notebook. Write down two to three things that you will do in the morning, afternoon, evening and at night, for each day in the week.

Day	Morning	Afternoon	Evening	Night
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Exercise 2

Remember to do the Cloze activity as shown in Unit 1.5.

4.6 FUN ACTIVITY

There are some differences in the two pictures given below. Work in groups of three and find at least 10 differences in these two pictures. When you find one difference draw a line from that point in the picture and write number 1, as shown below. When you find the second difference write number 2 in the same manner. Continue like this until you find at least 10 differences.

Once you have completed the task, share your findings with another group. Remember you have to speak in English throughout the activity.

UNIT 5 Knowing Children from Other Nations

What will I learn?

READING

- Skim text (while-reading) to infer theme/ main idea
- Deduce meaning of difficult words from context
- Recognize the functions of pronoun - antecedent relationships
- Read silently with comprehension and extract main idea and supporting detail
- Use critical thinking to respond to the text
- Apply world knowledge and own feelings / opinion to the text read

LISTENING AND SPEAKING

- Language focus: Taking into account different view points

LANGUAGE

- Identify active and passive voice in simple sentences
- Use prepositions of time
- Use the colon to introduce a list of items

WRITING

- Use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. to develop focus
- Write an essay of at least four paragraphs following conventions of essay writing: introductory paragraph, body paragraphs, and concluding paragraph

STUDY SKILLS

- Learn about free-writing: writing without stopping, for fluency, creativity and pleasure
- Acquire language holistically through Cloze Passages
- Read aloud for fluency in articulation of words

FUN TIME

- Identify and colour Present Simple and Past Participle verbs

5.1 READING COMPREHENSION

Pre Reading

Beneath our skin and bone and mind,
most of our colours are amazingly the same.
-Anonymous

Ask the students to read the above quote and discuss with their partners what it means.

Then ask the students the following questions:

1) What do you think is the meaning of the above quote?
2) Do you agree that although people have different skin colours they are the same?
3) Give reasons why you agree/ disagree with this statement.
4) What is the message in the picture?

Reading Text

We Are Different but We Are All Children

People in different parts of the world speak different languages, follow different religions, eat different types of food, and celebrate different occasions. They also enjoy doing different things and playing different sports. But we are all human beings, so we must respect each other's culture and religion.

Read the text passages on the following pages about children from three different parts of the world to know about them and their culture.

Note for Teachers: Tell the students to do Exercise 1 while reading the text passages.

5.1 READING COMPREHENSION

My Country: Brazil

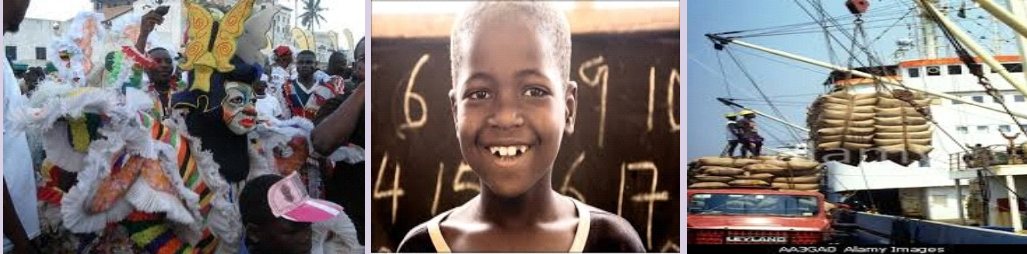
Ola! (Text 1)

I'm Ana. I'm 9 years old.. I live in Betim. It is a city in Brazil in the continent of South America. Our national language is Portuguese. My city is famous for making cars. The largest FIAT car factory is in Betim.

We are five brothers and two sisters. We don't go to school but our parents teach us at home. Brazilians celebrate Brasil Sabor from May 3 - June 3. It is the world's largest food festival. Restaurants from Brazil and people from all parts of the world come to attend it every year, even if they have to travel from far. More than 2000 types of dishes are prepared.

My favourite food is Cabidela. It is cooked with rice and meat. I like to play with my dolls all the time.

5.1 READING COMPREHENSION

My Country: Ghana

Sannu! (Text 2)

I'm Kofi. It means Friday. I'm 10 years old and study in Grade 5 at the School for Deaf and Dumb Heroes. I cannot talk because I was born that way. But I am quite good at catching fish.

I live in Tema in southeast Ghana, Africa. Today, Tema is the busiest port in Ghana. In earlier times, Tema used to be a small fishing village. Its port was built in 1960. Ghana's main export is cacao. The port smells of cocoa beans, fish and salt.

The Ghanans celebrate the Bakatue Festival for a good fishing year ahead. It is on the first Tuesday in the month of July every year. Once the festival begins, the fishing season starts. Many fishing communities of Ghana do not go to sea on Tuesdays.

My favourite food is Waakye. It is cooked with rice and beans. But I like to eat fish too; the ones that I catch!

5.1 READING COMPREHENSION

My Country: Thailand

Sawatdee Kaa! (Text 3)

I'm Angkul. I am 10 years old. I study in Grade 6 in a local public school. We sit on the floor for our lessons.

I live in Phuket, the capital of Phuket province, in Thailand, Asia. It is famous for its white beaches. We have many fishing villages and rubber, pineapple and shrimp farms in Thailand. Phuket is hot and humid throughout the year, even if it is winter.

Thais celebrate the Songkran Festival as their New Year's Day, from 13 to 15 April every year. We go around the streets with water guns for a water fight. It is also the time to visit and pay respects to elders, family members, friends and neighbours. We also wash our homes just before the festival as this brings good luck and wealth for the New Year.

My favourite food is Khao phat. It is made of rice and meat. We add coconut or pineapple for more taste. Once I'm free, I like to paint sceneries.

5.1 READING COMPREHENSION

While Reading

Exercise 1

1) Write the names of the three children mentioned in the text passages.
2) One item is common in the food of all the three children, what is it?

Vocabulary

Exercise 2

All the words given in the table below have been taken from the text passages. Here is a list of 16 words/ phrases. Half of these mean the same as the words given in the table below and half of these mean the opposite of these words. Fill the table by choosing the correct words/ phrases from the list.

least liked   send to another country   private   one who cannot speak
ends   well known   smallest   warm and damp   one with good hearing
most liked   not known   biggest   government-owned   cool and dry
one who cannot hear   starts   one who speaks very well   Get from another country

S. No.	Words	Meanings	Opposites
1.	famous (text 1)	well known	not known
2.	largest (text 1)		
3.	favourite (text 1)		
4.	deaf (text 2)		
5.	dumb (text 2)		
6.	export (text 2)		
7.	begins (text 2)		
8.	public (text 3)		
9.	humid (text 3)		

5.1 READING COMPREHENSION

Post Reading

Exercise 3

Read the text to find out what the underlined words refer to in the passage.

Do the exercise in your notebook.

1) It is a city in Brazil. (text 1) **Betim**
2) It is the world's largest food festival. (text 1) ______
3) It is on the first Tuesday in the month of July every year. (text 2)______
4) It is cooked with rice and beans. (text 2) ______
5) It is famous for its white beaches. (text 3) ______
6) It is also the time to visit and pay respects to elders, family members, friends and neighbours. (text 3) ______

Exercise 4

In pairs, discuss and write three things about each festival in all the reading passages that makes them different from each other. Follow the example.

Do not write full sentences. Do the exercise in your notebook.

Name of Festival	Difference 1	Difference 2	Difference 3
Brazil Sabor	Celebrated from May 3 to June 3	Largest food festival in the world	

5.1 READING COMPREHENSION

Exercise 5

Look at the calendar of 2015 below and answer the following questions in your notebooks.

(a) Write down the number of Fridays during the Brazil Sabor celebration.

(b) Bakatue Festival is celebrated on the first Tuesday in the month of July every year. What date is it in the 2017 calendar?

(c) Which days of the week is the Songkran Festival?

2018

January

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5.1 READING COMPREHENSION

Exercise 6

Read the texts on the 3 children and fill the table with correct information.

Do the exercise in your notebook. Follow the examples.

S.No.	Information			
1.	Name		Kofi	Angkul
2.	Age			
3.	Class	studying at home		
4.	City			
5.	Country			
6.	Continent			
7.	People called			Thais
8.	Greeting	Ola		
9.	Festival			
10.	Favourite food			
11.	Food made of			
12.	Hobby		catching fish	

Exercise 7

Which one of the 3 children would you like to visit? Give 3 reasons.

Write your answer like this:

I like would like to visit ..... This is because .... Secondly,..... . Lastly ....

5.2 SPEAKING

Language focus: Taking into account different view points

Practise the following dialogue in groups of four. One student should be Zaman, the others Rahul, John and Musa. One dialogue has been left blank for each of the character. Each one should think of one more dialogue related to the weather and say it; the others can agree or state another view point.

Zaman: The weather is very nice today.

Rahul: I think it is very hot.

John: And I think it is hot and humid.

Musa: I don't like hot and humid weather.

Zaman: But if we don't have the hot weather we will not get mangoes.

Rahul: I agree with Zaman. Heat is good for many fruits and crops.

John: My father says that bacteria also grow fast in heat. That is why many people fall sick.

Musa: You are right, John. All seasons have their good and bad points.

Zaman: ____.

Rahul: ____.

John: ____.

Musa: ____.

Note for Teachers: Divide the students in groups of four. Ask each one to take the role of one character. Tell them to first read the dialogue silently and to think of one dialogue that they would like to say. Then they should do the role play by not reading the dialogue but speaking to each other. Afterwards, ask some of the groups to come and speak their dialogues in front of the class.

5.3 LANGUAGE PRACTICE

Grammar: Passive Voice in the Present Tense

Look at the following sentences.

Active: Our mother cooks our food.

Passive: Our food is cooked by our mother.

Verbs have two voices: Active and Passive. Active sentences follow this pattern:

subject + verb + object
Our mother + cooks + our food.

Passive sentences follow this pattern:

subject + **be + past participle** + by + agent/doer
Our food + is + cooked + by + our mother.

Note for Teachers: Explain to the students that in Active Voice sentences, the verb expresses the action in the sentence, the subject does the action, and the object is the receiver of the action.

In a Passive Voice sentence, the subject and object change places. The subject becomes the receiver of the action.

Also, the passive voice requires a "double verb", the Past Participle of the main verb and a form of the verb BE (am, is, are in the present tense and was, were in the past tense).

5.3 LANGUAGE PRACTICE

Table showing the three forms of some verbs:

S. No.	Present	Past	Past Participle
1.	blow	blew	blown
2.	bring	brought	brought
3.	buy	bought	bought
4.	clean	cleaned	cleaned
5.	cook	cooked	cooked
6.	cut	cut	cut
7.	do	did	done
8.	drink	drank	drunk
9.	drive	drove	driven
10.	eat	ate	eaten
11.	feed	fed	fed
12.	help	helped	helped
13.	like	liked	liked
14.	make	made	made
15.	pay	paid	paid
16.	polish	polished	polished
17.	read	read	read
18.	take	took	taken
19.	teach	taught	taught
20.	wash	washed	washed
21.	water	watered	watered
22.	win	won	won

Note for Teachers: Ask the students to memorize this table as this will help them in writing the correct form of the verb as and when needed in their writing.

5.3 LANGUAGE PRACTICE

Exercise 1

Change each of the following Active Voice sentence into a Passive voice in Present Simple. Underline verb in the first sentence. Remember to use the past participle form of the verb in the Passive Voice. Use the table above if you do not know the past participle form. Do the exercise in your notebook. Remember to use is, am or are, as needed. Follow the example.

Example:

Father **buys** the food. (Active Voice) --> The food is **bought** by father. (Passive Voice)

1) I wash the dishes. --> The dishes ____________ by me.
2) My sister feeds the cows. --> The cows ___________ by my sister.
3) My uncle cooks the food. --> The food ___________by my uncle.
4) Grandmother cleans the kitchen. --> The kitchen ________ by grandmother.
5) My father pays the bills. --> The bills____________ by my father.
6) The gardener cuts the bushes. --> The bushes ___________ by the gardener.
7) My brother drinks green tea. --> Green tea ____________ by my brother.
8) My aunt waters the plants. --> The plants ____________by my aunt.

5.3 LANGUAGE PRACTICE

9) My mother does the laundry. --> The laundry ____________by my mother.

10) My grandfather takes us to school. --> We ____________ to school by my grandfather.

Exercise 2

In each of the following pairs of sentences, state which one is in the Active Voice and which in the Passive Voice by writing **A** and **P** in the blanks. Follow the example.

1) Our servant reads the newspaper. _A_

2) Bread and butter are eaten by Salma. ____

3) Thatta is liked by many people. ____

4) My brother polishes my shoes. ____

5) The clouds are blown away by strong winds. ____

6) Good teams win matches. ____

7) Teachers help students. ____

8) Honey bees make honey. ____

9) The tractor is driven by their father. ____

10) I am taught English by my sister. ____

5.3 LANGUAGE PRACTICE

Exercise 3

Change the Voice of all the sentences in Exercise 2 above; change all the Active Voices into Passive and all the Passive ones into Active.

Grammar: Prepositions of Time *at, in, on*

Look at these examples:

- Jawad went home **at** lunchtime.
- In Islamabad, it often snows **in** January.
- Where will you be **on** Eid Day?

at	in	on
Exact Time	**Months, Years, Centuries**	**Days and Dates**
at 3 O'clock	in May	on Sunday/ on Tuesday
at 10.30 am	in summer/ in the summer	on Monday mornings
at noon/night/midnight/ sunrise/ sunset	in the Ice Age	on March 6th
at dinner time/ lunch time /breakfast time	in 1990	on 25 Dec., 2010
at Eid time/ Christmas time/ Diwali time	in the Eid holidays	on Eid Day
at the same time	in the next century	on Independence Day
at the moment/ at present	in the morning/ afternoon/ evening	on my birthday

5.3 LANGUAGE PRACTICE

Exercise 4

In pairs, choose the correct Preposition of Time. Write the correct sentences in your notebook. Follow the example.

1) I have no school **on**/in/at Sundays.
2) My father comes home at/in/on lunch time.
3) The children like to go to the park in/on/at the evening.
4) Lots of people buy new clothes at/in/on Eid.
5) What are you doing in/on/at the evening?
6) Mother always tells us a story at/in/on bedtime.
7) We finished our homework on/in/at the same time.
8) There was a loud noise which woke us up on/at/in midnight.
9) I met my husband on/at/in 1998.
10) The school is opening in/on/at Saturday.

Exercise 5

Complete the following paragraph by filling the blanks with correct prepositions.

Salma and her brother, Rumi, decided to go to Moenjodaro in the winter holidays. They wanted to go _____ December 18. _____ breakfast time they asked their father if they could go to Moenjodaro. He told them that they would discuss the matter ____ the evening. He called both of them _____ 5 o'clock and asked them their plan. Rumi told him that a train leaves for Moenjodaro _____ 8:00 am. They could take the train _____ December when they have their winter holidays. They would reach Moenjodaro _____ noon. Their father said that they could go _____ the 23rd of December. They could stay with his friend for two nights and come back _____ Christmas Day. Salma said to Rumi that they would give the good news to their mother _____ night.

5.3 LANGUAGE PRACTICE

Exercise 6

In pairs, write a true or imaginary story of 8 - 10 sentences, using a Preposition of Time in each sentence. Once you have written your story, cut 8 - 10 strips of paper and write one sentence on each strip. Mix up the strips. Exchange your strips with another pair and try and put the story in the correct order.

Cohesive Devices: Condition

Once: We can use once as a conjunction (joining word) to mean 'as soon as'. It is often used to indicate a condition that must first be met before something else can happen.

Example: Once you've passed the exams, I will give you a gift.

(meaning: As soon as you have passed the exams, you will get a gift from me)

I will go to the park once it stops raining.

(meaning: I will go to the park as soon as it stops raining)

5.3 LANGUAGE PRACTICE

Exercise 7

Select sentences from column B to complete the sentences in column A. Write the complete sentences in your notebook. Follow the example.

Example: 1. Once you finish your science project, I will let you play with your friends.

S. No.	Column A	Column B
1	Once you finish your science project,	all of you will get ice cream.
2.	Once they wash their hands,	she should take some rest.
3.	Once the team finishes the practice,	they can reach Ranikot within an hour.
4.	Once you finish your food,	I will let you play with your friends.
5.	Once he says sorry,	they can go home.
6.	Once they reach Hyderabad,	we can start sowing the seeds.
7.	Once she finishes cooking,	they will be allowed to eat.
8.	Once the field is ploughed,	he will be forgiven.

5.3 LANGUAGE PRACTICE

Exercise 7

Complete the following sentences and write them in your notebook. Once you have finished, discuss your work with your partner. You may change your sentence, if you want to, after the discussion.

1) Once I pass my exams, ***I will join English classes to improve my English.***
2) Once my sister has completed her homework, ____________________.
3) Once the people have caught the thief, _________________________.
4) Once the monkey is left out of the cage, ________________________.
5) Once my money is finished, __________________________________.
6) Once you have bought an elephant, ___________________________.
7) Once the bell rings, ____.

Exercise 8

Work in pairs, and make 3 - 5 sentences of your own using the word 'once' in the same way as done in the last two exercises. Write these sentences in your notebook.

Punctuation: *Colon*

The colon is often used after a complete sentence to introduce a list of items. However, it is not used when words such as namely, for example, or that is, are used to introduce the list.

When listing a number of items, a comma is usually not used before ***and/or***.

Example: You have to bring many items: water bottles, tooth brush, tooth paste and warm clothing.

However, when groups of words are separated in a list, a comma is usually used before ***and/or***, if there are three or more items.

Example: I want an assistant who can do a number of things: clean the tables, write letters, make tea, and water the plants.

5.3 LANGUAGE PRACTICE

Exercise 9

Work in pairs, select the sentences from the following ones in which the colon has been used correctly and write them in your notebook. Follow the example.

1) (a) The children's books were left in three places: Mrs Saleem's room, the kitchen and the gardener's cupboard. **CORRECT**

   (b) The children's books: were left in three places, Mrs Saleem's room, the kitchen and the gardener's cupboard.

   (c) The children's books were left in three places: Mrs Saleem's room, the kitchen and the gardener's cupboard.

2) (a) My brother has many hobbies: collecting coins from different countries, reading story books, growing fruits and vegetables, and painting natural scenes.

   (b) My brother has: many hobbies collecting coins from different countries, reading story books, growing fruits and vegetables, and painting natural scenes.

   (c) My brother has many: hobbies collecting coins from different countries, reading story books, growing fruits and vegetables, and painting natural scenes.

3) (a) The basket contained: fruit, biscuits, chocolates and sweets.

   (b) The basket contained these items: fruit, biscuits, chocolates and sweets.

   (c) The basket: contained fruit, biscuits, chocolates and sweets.

5.3 LANGUAGE PRACTICE

4) (a) You can choose: any type of book you want story book, book of jokes, recipe book or gardening book.
   (b) You can choose any type of book: you want story book, book of jokes, recipe book or gardening book.
   (c) You can choose any type of book you want: story book, book of jokes or a recipe book gardening book.
5) (a) I can see: many things from here the old lighthouse, seagulls catching fish, children playing on the beach, and boats in the sea.
   (b) I can see many things from here: the old lighthouse, seagulls catching fish, children playing on the beach, and boats in the sea.
   (c) I can see many things from here the old lighthouse, seagulls catching fish: children playing on the beach, and boats in the sea.
6) (a) There are many types of trees here: the old neem tree, the mango tree full of fruits, two trees with tiny lemons, and the tree with red apples.
   (b) There are many: types of trees here, the old neem tree, the mango tree full of fruits, two trees with tiny lemons, and the tree with red apples.
   (c) There are many types of trees here, the old neem tree: the mango tree full of fruits, two trees with tiny lemons, and the tree with red apples.
7) (a) In the bag: there were the following items, scissors, a hairbrush, some money and her address book.
   (b) In the bag there were: the following items, scissors, a hairbrush, some money and her address book.
   (c) In the bag there were the following items: scissors, a hairbrush, some money and her address book.

5.3 LANGUAGE PRACTICE

Exercise 10

Write the following sentences in your notebook by adding colon and the commas in the right place. The first one has been done as an example.

1) There are many advantages of growing trees pollution free air shade in the summer and branches for tying a swing.

   There are many advantages of growing trees: pollution free air, shade in the summer, and branches for tying a swing.

2) Please buy these things from the shop a litre of milk a loaf of bread a packet of salt and a tin of oil.

3) There are too many things in this drawer pencils papers boxes combs and clips.

4) Travelling by train has many advantages one can easily walk about there is place to sleep properly one can enjoy the scenery and one can make new friends.

5) Cut all these fruits and put them in the bowl a mango three bananas an orange two apples and a guava.

6) Pack all the things that we need to take with us all our warm clothes at least three pairs of shoes the new camera some of the medicines and one or two blankets.

7) The girls decided to buy all the things they would need for Eid dresses sandals purses bangles earrings and mehndi.

5.4 WRITING

Exercise 1

Look at the table in exercise 5, section 5.1. Based on the same pattern, fill the following table about yourself.

S.No.	Information	
1.	Name	
2.	Age	
3.	Class	
4.	City	
5.	Country	
6.	Continent	
7.	People called	
8.	Greeting	
9.	Festival	
10.	Favourite food	
11.	Food made of	
12.	Hobby	

Exercise 2

Using the information in the above table, write 3 4 paragraphs about yourself. Use the reading text passages in section 5.1 as your sample.

5.5 STUDY SKILLS

Free-writing: Writing without stopping

Do you want to write good English? Doing this activity everyday can help you gain confidence in writing. Do this activity even when you go to class VII and VIII. It is called: Free Writing.

Exercise 1

Free Writing: This is how you do it.

Step 1

a) Spend just 5 minutes on this activity every day.
b) Have a separate copy for this work.
c) Choose a topic of your choice. It can be a person, place, thing, idea, like, dislike, etc. You can write about a TV programme, a wedding that you attended, a festival you celebrated, or a fight that you had with your brother/ sister/ friend.
d) You can write about anything that is in your mind.

Step 2

a) Write without stopping.
b) Write anything about the topic in any order you like.
c) Or just write whatever you are thinking at the moment.
d) Do not worry about the punctuation, spelling, grammar or handwriting.
e) If you cannot think of an English word or phrase, write that word or phrase in any other language, but do not stop writing to think about it. However, find out the English word or phrase later on and write it down where it should be written.

Note for Teachers: This activity is very useful for the students as it helps them in gaining confidence in writing in English. Do free writing for at least 5 minutes every day before you begin your class; or on alternate days. Tell the students to have separate notebooks for this. DO NOT CORRECT THIS WORK. However, make sure that the students are doing it regularly and are following the steps correctly.

5.5 STUDY SKILLS

Look at the sample to see how free writing is done.

Sample:
It was a tree a beautiful green one in my orchard on the top branch was a parrot orange and blue one trying to talk it kept saying ayesha ayesha I think it was a pet because it sang ayesha ayesha it must have flown away or the owners left the cage door open by accident why would it be here on the top branch of a tree apple tree it was hungry it pecked at a red juicy apple but apple fell down. I picked it up and took a bite. Juice ran down my mouth and chin. it was delicious and grainy and so so sweet red sweet apple fresh from the tree not for parrot but me (114 words)

How to create a topic?

This is one possible way:

Write A-Z on a page. Next to every letter, write the word that comes to your mind starting with that letter; for example: a = ant; b = biscuit; c = crow

Exercise 2

Continue practicing the Self-created Cloze on one of the paragraphs of this text or on any other text. Refer to Unit 1.5 for guidance.

Exercise 3

Make sure that you find time to do some loud reading every day. Reading aloud will help you develop spoken language. You can also read the text in pairs. Your friend will read one sentence and you will read the next.

Note for Teachers: The Self-created Cloze activity is very useful for developing language as a whole. It helps in improving the students' handwriting, punctuation, reading skills, grammar, and vocabulary. Check occasionally to see that they are doing this regularly in a separate notebook. You do not have to correct it; only make sure that the students are doing it regularly and are following the steps correctly.

Reading aloud can help students overcome the fear of talking in English. Encourage learners to read in pairs to improve their reading skill by using the correct pauses and intonation. Also help them focus on their pronunciation.

5.6 FUN WITH VERBS

A. Look at the following table. Colour the Present Simple verbs in green. Colour the Past Participle verbs in red. Follow the examples.

bird	bring	woman	**make**	Peshawar
eat	angry	liked	snake	hungry
tree	zebra	insect	zoo	polished
Karachi	taught	help	happy	easy
washed	zip	done	feed	smart
child	hair	farm	pay	clean
sad	cook	eaten	fun	late
drink	Kohat	uncle	teeth	house
Attock	taken	man	blown	elephant
won	star	teach	Pasni	**driven**

Learning Through Personal Interests, Abilities And Hobbies

What will I learn?

READING

- Skim text to have a general idea of the text
- Scan to answer short questions
- Deduce meaning of difficult words from context.
- Use context to infer missing words.
- Scan to locate an opinion

LISTENING AND SPEAKING

- Language focus: *expressing ability and inability to do something*

LANGUAGE

- Demonstrate use of question words
- Use first conditionals
- Use cohesive devices *as, because* for Cause and Effect/Result

WRITING

- Fill in correctly and legibly simple forms requiring personal information.
- Write a simple paragraph describing a person
- Write a paragraph of free writing for fluency, creativity and pleasure

STUDY SKILL

- Determining priorities
- Acquire language holistically through Cloze Passages
- Continue free writing

FUN TIME

- Crossword

6.1 READING COMPREHENSION

Pre Reading

1) The title of the text you are about to read is 'Yes, You Can'. What do you think it means?
2) What do you want to become when you grow up?
3) What will you have to do to achieve your aim?

Reading Text

Yes, You Can

Mohammed Tahir is a Sindh Gymnast Champion. He has been a member of the Sindh Sports Board since 1993. He has competed for the Sindh Team of Gymnastics in Hyderabad, Islamabad, Karachi, Lahore, Larkana, Quetta and other cities of Sindh. He has won many gold, silver and bronze medals. He won silver and bronze medals at the 32nd National Games 2013 in Islamabad. He is a sports and gymnastics coach at a local school in Karachi. Tahir wants to be a world champion to make his parents and country proud.

This interview was conducted by Munazza Mahmood Alam.

Note for Teachers: Reading aloud can help students overcome the fear of talking in English. Encourage learners to read in pairs to improve their reading skill by using the correct pauses and intonation. Also help them focus on their pronunciation. One student can be the interviewer, the other Tahir. They can then change roles and repeat the process. After that ask them to read the text silently and do Exercise 1.

6.1 READING COMPREHENSION

(1) **Interviewer:** When and where were you born?

Tahir: I was born on January 1st in Karachi.

(2) **Interviewer:** How long have you been a gymnast?

Tahir: I have been a gymnast since I was 6 years old.

(3) **Interviewer:** Why did you choose gymnastics?

Tahir: My father and brothers are gymnasts. I picked it up as a hobby.

(4) **Interviewer:** What are your other hobbies?

Tahir: As I'm a sportsman, I read and watch sports. But I am also good at table-tennis.

(5) **Interviewer:** How has gymnastics helped you?

Tahir: I think it has made me a better sportsman, a good teacher and a physically stronger person. Some other benefits have been that my body balance has become good and I have developed self-control. Moreover, since now I coach children in gymnastics, I have become very tolerant.

(6) **Interviewer:** What do you need to do to become a successful gymnast?

Tahir: I follow a strict routine. I get up early and sleep early. I eat on time and practice every day. I keep fit. I jog daily. I respect the rules of sports

and I respect everyone. If you want to be successful in any sports, you have to practice very hard, stick to your goal, and be fair!

(7) **Interviewer:** What else do we need to do to become a good sports person?

Tahir: We need to develop mental and physical stamina. If you eat healthy food, you will be fit. Spicy and oily foods are harmful. You should also keep away from unhealthy habits. If you smoke, your lungs will become weak. *Paan*, *chaaliya*, tobacco and gutka are dangerous for everybody, but especially more so for sportspeople.

(8) **Interviewer:** What else do you do?

Tahir: Allah has given me the talent to help children interested in sports and gymnastics. I have coached more than a thousand children in gymnastics.

(9) **Interviewer:** How is gymnastics good for us?

Tahir: Gymnastics is a sport so it is healthy. It relaxes stiff muscles and it calms stress. It is fun too!

(10) **Interviewer:** Can anybody take up gymnastics if they want to?

Tahir: Why not! It is easier for children because their bones are soft and flexible. It is best to start when a child is about five years old.

6.1 READING COMPREHENSION

(11) **Interviewer:** What message would you like to give to the children of Pakistan?

Tahir: Have faith in Allah. Respect your parents. Help whenever and wherever you can. And never be selfish! Also, have a daily and weekly time-table. Pick up a healthy and positive sport and work hard. Sports keep our mind and body active. All in all, work, play, and work! The path to success will become very easy!

While Reading

Exercise 1

Read the text quickly and find how many times the word 'gymnastics' is said by a) the interviewer b) Tahir.

Exercise 2

In pairs, complete Tahir's profile in the box below.

Identity Card

Name: ________________________________

Date of Birth: __________________________

Place of Birth: ____

Place of Work: ____

Hobbies:______________ _______________ ______________

Number of Children coached:________________________________

6.1 READING COMPREHENSION

Vocabulary

Exercise 3

Read the interview carefully and find words which have the meanings given in the table below. The dialogue number is given to help you find the word in the text. Follow the example.

S. No.	Meaning	Dialogue number	Word in text
1.	a person who performs gymnastics, especially in a competition	2	gymnast
2.	physical exercises that develop the body's strength and ability to move and bend easily	3	
3.	an activity done regularly in free time for fun	3	
4.	the ability to control one's behaviour and feelings	5	
5.	a person who trains people in sports	5	
6.	able to accept things that one does not like	5	
7.	something done very regularly, usually on a daily basis	6	
8.	physical/mental strength that helps to do something difficult for long periods of time	7	
9.	natural skill or ability to do something	8	
10.	loosen up	9	
11.	hard and painful	9	
12.	eases	9	
13.	something that causes worry/ tension	9	
14.	able to bend easily without breaking	10	

6.1 READING COMPREHENSION

Exercise 4

Work in pairs, read the text carefully, and tick the T column if the statement is true or the F column if it is false. The first one is done as an example.

S. No.	Statement	T	F
1.	Tahir became a gymnast at the age of six.	✓	
2.	Gymnastics was Tahir's only hobby.		
3.	Gymnastics has helped him become a better teacher.		
4.	He has recently started coaching children in gymnastics.		
5.	All sports do not require hard practice.		
6.	One needs only physical stamina to become a good sportsperson		
7.	All sportspersons should eat spicy food.		
8.	People who smoke usually have weak lungs.		
9.	Tahir has coached more than one hundred thousand children.		
10.	Gymnastics relaxes our muscles.		
11.	Gymnastics is not for fun.		
12.	Children's bones are softer than those of adults.		
13.	Everyone cannot become a gymnast.		
14.	We should have a daily and weekly schedule.		
15.	Playing is a waste of time so we should work all the time.		

Exercise 5

Read the interview once again and in pairs complete the following statements by writing three things. Follow the example given below. Write the complete answers in your notebook.

Example: Tahir has three hobbies: ______________________________.

Tahir has three hobbies: ***reading about sports, watching sports, and playing table tennis.***

6.1 READING COMPREHENSION

Read dialogues 3 - 6 and answer the following questions:

1) As a person, gymnastics have helped Tahir in three ways: he has become_____________.
2) Three other benefits for Tahir have been: _________________________.
3) He does three things as part of his daily routine: ____________________.
4) He believes that to be successful in sports one must do these three things: ___________.

Read dialogues 7 - 11 and answer the following questions:

5) In addition, he says that in order to become a successful sportsperson one must do these three things: ___________________________________.
6) Tahir says that gymnastics as a sport is good for three reasons: _________.
7) Tahir's message to the children of Pakistan is that they should have faith in Allah and have three other qualities: _____________________________.
8) Finally, he asks them to do three things to achieve success: ____________.

Note for Teachers: Remind the students to use the correct pronoun for Tahir and to use 's' with the verb where needed, while doing exercises 5 and 6.

6.1 READING COMPREHENSION

Exercise 6

Work with your partner, read the text, and answer the following questions in your notebook. After you have completed, exchange your work with another pair. You read and edit their work and they read and edit your work with a pencil. If you want, you can make the changes suggested by the other pair.

1) Why did Tahir choose gymnastics?
2) What kind of talent does Tahir have?
3) What does he think is a good age to start gymnastics?
4) What kind of food is bad for us?
5) What are some of the bad habits that can harm us?

Exercise 7

Which sport would you like to take up? On a piece of paper, write five things that you like about this sport. Exchange with your partner. Edit each other's work for spelling, punctuation and grammar. Write the corrected work in your notebook.

6.2 SPEAKING

Expressing ability and inability to do something

Exercise 1

Work in pairs and role play the dialogue given below. First one student plays the role of Najma and the other of Zainab. Then they should change roles and repeat.

Zainab: Tell me some things that you can do.

Najma: I am learning how to cook. I can cook rice.

Zainab: That's great! I can make tea.

Najma: I can also stich my doll's clothes.

Zainab: And I can play table tennis.

Najma: I cannot play table tennis but I can play cricket.

Zainab: Oh! I've never played cricket. I cannot hold a bat!

Najma: It's easy. I can teach you.

Exercise 2

In groups of four, discuss some of the things that you can do and some things that you cannot do. Offer to teach things that you can do to other students in your group. In your group think of some things that only one or two students of your group can do but which you think nobody else in the class can do. The group that can do the most things, which only students in that group can do, will be the winner.

Note for Teachers: Try and change partners some of the time. This will give the students a chance to work with many of their classmates and to learn different things. Ask two students who speak better English to come up in front of the class and role play the dialogue. This will allow the weaker students to see how different words are spoken.

6.3 Language Practice

Grammar: Wh Question Words

WH-Question Word	Function	Example
Who	to ask about people	Who is the best football player in the world? Who ate my ice cream?
What	to ask for specific information	What is your name? What is her favourite colour?
Where	to ask about a place or location	Where do you live? Where is the nearest park?
When	to ask about time generally	When did he leave? When will you come back?
What time	to ask about specific time	What time did you go to bed last night? What time does the school start?
Why	to ask for a reason	Why are they always late? Why have you not done your homework?
Which	to ask about choice or difference	Which one do you like - this one or that one? Which mango was sweeter?
Whose	to ask about ownership	Whose keys are these? Whose shoes were lying in the hall this morning?
How	to describe the manner/ quantity/ distance/ number of times/ amount/ etc. of something	How can I learn English quickly? How much money will I need? (uncountable) How many people live in this city? (countable) How far is the bus stop from here? How often does she study? (frequency)

Note for Teachers: Explain the 'Wh" questions to the students as stated above. For each category, ask them to provide some other examples. Also explain the use of the past tense for questions referring to the past.

6.3 Language Practice

Exercise 1

Fill in the blanks with the correct WH-Question from the ones given in brackets. Write the complete answers in your notebook. Follow the example.

1) **Why** are you so happy? (Why/ Who/ Whose)
2) ______ is sitting behind you? (Where/ Who/ What)
3) ______ do you go to school? (How/ Whose/ Which)
4) ______ did the first lesson begin? (When/ How long/ Who)
5) ______ is the police-station? (What time/ Why/ Where)
6) _______ is the weather like in Nawabshah? (How much/ What/ Why)
7) _______ did the tickets cost? (How much/ How many/ How soon)
8) ______ does she drink milk in a week? (When/ How often/ Who)
9) ______ book is that? (Whose/ How far/ When)
10) ______ books were there? (How many/ How much/ How far)

Exercise 2

Look at the answers given in the Answer column in the table below. In pairs, discuss the possible WH- Question that was asked. Write the answers in your notebook. Follow the examples.

	Answer	Question
1.	My little brother likes lemon juice.	Who likes lemon juice?
2.	I had seven pencils.	How many pencils did you have?
3.	I returned from Quetta last night.	
4.	The airport was about five miles away.	
5.	The drama serial began at 8 o'clock.	
6.	This is Amina's bag.	
7.	My aunt lives near our house.	
8.	The servant is knocking on the door.	
9.	This book is more interesting than that one.	
10.	I went to the seaside yesterday.	
11.	My favourite fruit is pineapple.	

6.3 Language Practice

Exercise 3

Write ten 'Wh' questions that you can ask your friend. Then write the answers that you think your friend will give you. Write complete questions and complete answers in your notebook. However, leave one line blank after each answer. When your teacher tells you, go to your friend and ask each question one by one. If the answer given by your friend is the same as the answer written by you, put a tick (✓) and then ask the next question. If the answer is different, write the answer given by your friend in the blank space after that answer.

Example: Your question: Why was your mother angry with you?

Your answer: My mother was angry because I failed in the test.

Your friend's answer: *My mother was angry because I was late for school.*

Grammar: The First Conditional

If + Verb in Present Simple, ... will + Verb in Present Simple

The First Conditional is used to talk about things which might happen in the future. It has 2 parts. One part has a Verb in the Present Simple after 'if'; the second part has WILL/CAN/MAY/SHALL with a Verb in the Present Simple.

Examples:

If it rains, they won't go to the park. OR They won't go to the park if it rains.

If I study today, I can go to the party tonight. OR I can go to the party tonight if I study today.

If she has enough money, she'll buy new shoes. OR She will buy new shoes if she has enough money.

We may arrive late if the train is delayed. OR If the train is delayed we may arrive late.

6.3 Language Practice

Exercise 4

Complete the following First Conditional sentences using the correct form of the verbs given in the brackets. Write the complete sentences in your notebook. Follow the example.

1) If I go (go) out tonight, I will go (go) to the cinema.
2) If you .... (get) back late, I .... (be) angry.
3) We ...... (see) each other next week if we .... (not/see) each other tomorrow,.
4) If he .... (come) , I .... (be) surprised.
5) Anwar .... (be) late if he .... (wait) here longer.
6) If we .... (go) on holiday this summer, we .... (go) to China.
7) If the weather .... (not/improve), we .... (not/have) a picnic.
8) They........... (go) to the party if they .... (be) invited.
9) She .... (be) tired tomorrow if she .... (not/go) to bed early.
10) The children .... (feel) sick if they .... (eat) all this cake.

Exercise 5

Match the sentences in Column A with those in Column B to form meaningful First Conditional sentences. Write the complete sentences in your notebook. Follow the example.

No	Column A	Column B
(a)	The earth will be a better place	we cannot wake up early.
(b)	If you eat too much chocolate,	he may feel happy.
(c)	The roads can be clean	I will sleep better.
(d)	If we go to bed late,	I will take you to the doctor.
(e)	If she cooks dinner for him,	if we don't throw trash in seas and rivers.
(f)	If mother tells me a story	you will get fat.
(g)	I will visit your village	he will get better soon.
(h)	If you scratch your feet again,	if you visit my city.
(i)	Fish will not die,	if people don't cut trees.
(j)	If father stops eating tobacco,	if people don't throw rubbish on them.

6.3 Language Practice

Exercise 6

Use your imagination to answer the following in the First Conditional. Follow the example.

1) What will you do if you see a snake near you?
   If I see a snake near me, I will kill it.
2) Where will Tasneem go if she has a free train ticket?
3) Whom will they give it to if they have an extra mobile phone?
4) When will he come if I send him the card?
5) Which will she choose if she has a pink dress and a blue one?
6) Where will we go if it is hot this evening?
7) What will he do if they give him a gift?
8) Who will we meet if we go to the party?
9) What time will they come if we send the car?
10) When will the bus leave if we arrive early?

Cohesive devices: Use of *as, because* for Cause and Effect/Result

Look at the following examples.

Example: I stayed at home. It was raining.
I stayed at home because it was raining.
Because it was raining, I stayed at home.

My parents were very happy. I had got the first position in my exams.
My parents were very happy as I had got the first position in my exams.
As I had got the first position in my exams, my parents were very happy.

Cause = It was raining.
Result/Effect = I stayed at home.
Cohesive device = as/because

6.3 Language Practice

Exercise 7

Match the sentences in column A with those in column B to show the Cause and Effect / Result relationship. Write your answer in column C. Follow the example.

No	Column A	No	Column B	C
1.	Saeed will travel to school by bus.	a.	Mother did not cook last night.	1-d
2.	Jaleel was soaked from head to toe.	b.	Hajrah slipped and fell down.	
3.	Daud would like to buy a new watch.	c.	Many people come to admire my garden.	
4.	She was crying.	d.	His bicycle is at the mechanic's.	
5.	I have a beautiful garden.	e.	I got sick when I ate it.	
6.	It was a hot summer day.	f.	We served biryani for dinner.	
7.	She was looking after the baby.	g.	He walked in the rain from school.	
8.	There was a banana peel on the floor.	h.	Maria lost her new doll.	
9.	The fruit was not washed properly.	i.	We all decided to have cold lassi.	
10.	It was my sister's wedding.	j.	His old one fell in the river.	

Exercise 8

Rewrite the matched sentences in column C by using **as** and **because.** Follow the example.

Example: Saeed will travel to school by bus as his bicycle is at the mechanic's.

OR

As his bicycle is at the mechanic's, Saeed will travel to school by bus.

Exercise 9

Write three sentences using **as/because** to state why you want to learn English.

Note for Teachers: Do one or two examples on the blackboard to show students that they can use either 'as' or 'because' as linking words, either at the beginning or in the middle of a sentence.

6.4 WRITING

Writing an Interview

Personal Information Form

(Write in CAPITAL LETTERS)

Photograph

Name: ___________________________________

Father's name: ____________________________

Mother's name: ____________________________

Address: ____

____

____

Phone number (if any) _______________________ (write NIL if no phone number)

Number of siblings (brothers and sisters): _________________________________

Date of birth: _________________ City/Town/Village of Birth: _________________

School: ____

Class: ______________ Favourite subject: ________________________________

Three good habits: ________________ _________________ _________________

Three bad habits: _________________ _________________ _________________

Colour of eyes: ____________________ Favourite colour: _____________________

Favourite sport: __________________ Favourite food ________________________

One thing you like: ____

One thing you dislike: ____

Languages you can speak: ____

Message for Pakistani children: ____

Signature of interviewer: _____________________________ Date: _______________

Signature of interviewee: _____________________________ Date: _______________

6.4 WRITING

Exercise 1

Interview a friend and fill in the personal information form given previous page.

Follow these guidelines:

1) Work in pairs
2) Make some WH Questions that you can ask your friend in order to fill the form
3) Look at the text in section 6.1 about Mohammed Tahir's interview for guidance
4) Interview one of your classmates; not the partner you worked with.
5) Ask the questions and fill in the form. Use complete questions.
6) After you have finished filling, show the form to your classmate to check if the spellings and information are correct. Rectify your mistakes, if any
7) Sign the form in the ***interviewer*** space. Ask the person you interviewed to sign in the ***interviewee*** space
8) Next, someone else should interview you to fill your form. Follow steps 5 and 6 above

Exercise 2

Use the information in the form to write four paragraphs about the classmate you interviewed. After you have written, exchange your work with your partner. Check each other's work for spelling, punctuation and grammar. You can divide the information as follows:

Paragraph 1: Personal information

Paragraph 2: Education related information

Paragraph 3: Good and bad habits

Paragraph 4: Favourite items and likes and dislikes

Note for Teachers: Before asking students to do exercise 1, discuss with them orally how a form is filled. Next, divide them in pairs and ask them to develop some WH questions that they can ask their friends to get the information for filling the form. After that, divide them again in different pairs for filling the form. After that, again put them in different pairs so that someone else fills their form, not the person they interviewed. Explain to them who the interviewer is and who the interviewee is.

6.5 STUDY SKILLS MY PRIORITIES

Exercise 1

My priorities: Why go to school?

In the boxes on the left, number the following sentences 1-10 as reasons for going to school in the order that they are important to you. Write No 1 for the most important and No 10 for the least important. Match your list with your friend's.

I go to school because I want to:

- ☐ know about the world
- ☐ meet other young people
- ☐ know about what is good and bad
- ☐ learn different subjects
- ☐ find out what I am interested in
- ☐ test my smartness
- ☐ learn how to work with books
- ☐ have a good time
- ☐ learn discipline
- ☐ make my parents proud

priorities in life

Exercise 2

Remember to do the Cloze activity as shown in Unit 1.5.

Exercise 3

Remember to do the Free Writing activity as shown in Unit 5.5.

6.6 FUN WORD GAME

Exercise 1:

Find these words in the square given below. The words can be formed in any direction.

play	collect	sing	sew	write	swim
paint	log	skip	read	mew	run

S	K	I	P	A	B	C	M	E	W
F	G	R	U	N	H	I	J	E	K
L	M	N	O	P	**Y**	Q	S	R	S
P	T	U	U	**A**	W	W	X	Y	S
A	Z	A	**L**	B	C	R	S	E	W
I	F	**P**	G	H	I	I	J	K	I
N	L	M	N	O	P	T	Q	R	M
T	S	C	O	L	L	E	C	T	T
U	V	W	X	Y	Z	R	E	A	D
A	B	C	S	I	N	G	D	E	F

Exercise 2:

Now use any two words to form funny sentences. You can use any form of the verbs. Share your funny sentences with your classmates.

Examples: I like to collect crows.

My sister paints all her dresses orange.

The birds are writing with silver pencils.